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ABSTRACT

A needs assessment looked at two aspects of career development facilitators--their perceptions of needed inservice training topics and their views of the importance of facilitator skills or knowledge in effectively performing their jobs. A survey was mailed to career development practitioners in the following areas: adult education, business and industry, colleges and universities, community agencies, community colleges, employment bureaus, the military, private practice, trade or technical schools, vocational rehabilitation, and Job Training Partnership Act sites, with a return of 1,007 forms. More than 80 percent of the respondents had 3 or more years experience, 45 percent had more than 10 years, and 80 percent had a master's degree or above. Analysis of the data gathered showed the following: (1) training is seen as needed by career development facilitators; (2) training is needed in both preservice and inservice programs; (3) facilitators desire skills in training or teaching their clients; (4) facilitators recognize the importance of individual and group counseling skills; (5) skills to use assessment techniques and labor market information are seen as crucial; and (6) training should be tailored to the needs of facilitators in specific work sites. Recommendations were as follows: the provision of more focused training for facilitators to help them work with special populations; the establishment of a clearinghouse for current information regarding the labor market; provision of role models; the need for collaboration between agencies and institutions; the establishment of training programs focused on the basic counseling process; and training provided in job search strategies. (Nine appendixes contain survey materials and analyses.) (KC)

ED 420 753

Career Development Training Institute

Training Needs of Career Development Facilitators

Judith Hoppin
and
Howard Splete

Career Development Training Institute
at Oakland University
March, 1994

CE 076 711

Oakland UNIVERSITY

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I. OVERVIEW OF PROJECT

A. INCREASED CAREER DEVELOPMENT NEEDS

There has been a dramatic increase over the past decade in the number of adults who are experiencing career and job transitions. Global competition, increased use of technology, economic ups and downs, reductions in the military and defense industries, and the transition from a manufacturing to an information and services economy are the main factors in this upheaval. We are constantly bombarded with newspaper headlines and magazine articles reporting layoffs, plant closings, displaced production workers, vanishing middle management jobs and increased numbers of displaced adult employees. Not only are these individuals faced with finding new jobs and needing job seeking skills but many are faced with upgrading skills and education and creating new career plans.

Increased demand for career development facilitators' services:
As a result, career development facilitators who provide services to these adults have faced an increased demand for their services and need to find ways to provide up to the minute programs for this population. Those career development facilitators who are already working in the field are requesting additional in-service training. Those who are preparing for work in the career development field are acknowledging that more emphasis is needed in career development within the college curriculum that prepares counselors and other human service workers who wish to specialize in various phases of career development work.

Oakland University, a partner in the national Career Development Training Institute, designed a needs assessment to generate information which would:

- assist in the development of in-service training materials and programs for career development facilitators working with adults in a variety of settings
- assist in developing career development curriculum for pre-service training
- assist in development of credentialing standards for master's and non-master's level career development facilitators

B. PROJECT FUNDING AND SUPPORT

In August 1992, funds were provided by the National Occupational Information Coordinating Committee (NOICC) to create a national Career Development Training Institute (CDTI). The South Carolina Occupational Information Coordinating Committee (SCOICC), the University of South Carolina and its partner sub-grantees Oakland University and the University of Wisconsin-Madison were charged with creating the CDTI and carrying out its mission. A fact sheet, provided in Appendix A, further describes the creation of the CDTI and its first year activities.

Oakland University determined that a survey to identify the skills and training needed by career development facilitators (particularly those who work with adults) would be helpful in the development of both in-service and pre-service training as well as contribute information for the creation of a national career development training agenda.

II. NEEDS ASSESSMENT DEVELOPMENT

The instrument and items within it were developed with extensive input from:

- a resource team
- an experienced survey consultant
- a university researcher
- a review of other needs assessment projects
- the National Career Development Association (NCDA) and its already developed counselor competencies which are included in National Career Development Guidelines for career counseling (See Appendix B).

The needs assessment document, in its entirety, is included in Appendix C.

A. RESOURCE TEAM AND CONSULTANTS

A resource team was convened and consulted in the development of the needs assessment. The team was comprised of a variety of career development practitioners all of which are involved in various phases of career development in a variety of settings such as adult education, business/industry, JTPA funded agencies, government agencies, educational institutions, and rehabilitation services. A list of the resource team members and their affiliations are listed on the inside cover.

Team members were selected and attended several meetings. In the initial stages they were asked:

> What do you (and others you work with) need to know or be able to do in order to perform your job effectively?
>
> What are your training needs as a career development facilitator? What are the training needs of others in your organization?
>
> What national groups should we survey to get the information we need?

The information from the first two questions were recorded and categorized and formed some of the items for the needs assessment. The information from the third question was recorded and formed the basis of much of the collection of mailing lists that were gathered and used for sampling.

Other functions of resource team members were to:

- Review the draft needs assessment and provide written input regarding the items chosen and the layout of the instrument
- Assist in developing and reviewing the cover letters which accompanied the needs assessment

Needs Assessment Consultant
Mr. Donald Massarang was hired as a survey consultant to the project. Mr. Massarang is employed by the Macomb County Intermediate School District as a survey researcher who specializes in the development of custom survey instruments, development of computer systems to compile needs assessment data, and analysis of needs assessment results. He has a 15 year background in teaching and program evaluation, eight years experience in research analysis, a Master's Degree in Instructional Technology and additional graduate course work in survey research.

Research Consultant
Renate I. Rohde, Ph.D. assisted in the interpretation of the needs assessment data and gave her professional advice as we formulated this report. She also reviewed the process we used and the document before printing. Dr. Rohde is an Assistant Professor of Education (Graduate Faculty) at Oakland University and formerly an Instructor and Senior Applications and Capacity Planning Programmer at Indiana University. In addition to a wide variety of courses she has instructed, the classes she has taught that are relevant to this project are: Research in Counseling, Testing and Assessment in Counseling, Intermediate Statistics, Statistical Design and Multivariate Statistics.

Use of National Career Development Guidelines Counselor Competencies
One of the pieces of information we wanted from the needs assessment was what practitioners thought they needed to know or do (competencies) to effectively provide career development services. Since extensive work had already been done in this area to develop the counselor competencies on the part of the National Career Development Association, we saw no reason to duplicate this effort. Thus, we used these competencies as a basis for items and made some adaptations and additions. These adaptations included:

1. Adding additional competencies on the advice of our resource team. Those who are familiar with the NCDA counselor competencies will note that three new categories were added for our survey. These were:

    - Training Clients and Career Development Facilitators
    - Promotion, Marketing and Public Relations
    - Job Search Training and Placement

These categories included items such as "Developing strong presentation skills" and "Developing a network with print, broadcast and community personnel to promote program and services."

2. Rewording existing NCDA counselor competencies into training topics. Thus "Ability to interpret data from assessment instruments and present the results to client and to others designated by client" and "Ability to assist client and others designated by the client to interpret data from assessment instruments" became "Interpreting or facilitating client's understanding of assessment results."

3. Combining competencies and shortening descriptions to keep the needs assessment items to a manageable number for the respondent and reducing the length of the document. See example in #2 above.

We also wanted to know: the ways practitioners preferred to receive training; whether their services were delivered in individual sessions or in groups; their educational level and their years of experience in the field. This information would be used in developing training materials, in developing professional standards and pre-service curriculum and in further defining the population included in the study. Items which addressed these areas were added to the needs assessment.

B. THE NEEDS ASSESSMENT INSTRUMENT

With an eye to maximizing the return of the needs assessment, every effort was made to develop an instrument that was user-friendly yet comprehensive so that not only did we get an adequate return but the depth of information necessary. Information we gained on effective survey design from our consultant and from written resources indicated that the following elements needed to be taken into consideration:

- Length
- Simplicity and ease of response
- Readability
- Reward
- Ease of return

Length

After considerable revising and condensing, the needs assessment consisted of 87 items including the demographic information. Clearly this was a lengthy document that would take at least 40 minutes of time out of busy people's schedules. However, since response rates tend to be higher among populations interested in the survey content, we assumed this was characteristic of the population we were surveying. Thus, we expected that while length would be a problem for some that it would not drastically limit our ability to get a more than adequate number. Also, to make the needs assessment appear less lengthy, we used a slightly heavier paper and printed items on both front and back of each page. We also intended to make up for the length by ease of response.

Simplicity and Ease of Response

To make the needs assessment as simple as possible, we eliminated all but one write-in response. Write-in responses often require the respondent to do some in-depth thinking about the response without the prompting of an already existing item and tend to be more time-consuming. All the items could be responded to by a check or circling. We asked respondents to rate each item as to how important it was to do their job. They were asked to check whether an item was Extremely, Very, Somewhat, Not too or Not at

all Important. They were also requested to circle any item in which they needed training.

Readability
Every effort was made to make the document as readable and inviting as possible. We took care in selecting type font and size, set major headings in bold type, and surrounded text with as much white space as possible. Instructions were boxed and a short instruction was repeated at the top of each page with an arrow symbol. We used high quality paper for a professional appearance.

Reward
One incentive that we offered those who returned their needs assessments was a copy of the results. Approximately 98% of needs assessments returned were accompanied by the request for the results. In fact, long after the return deadline, people called us asking if they could turn in their completed needs assessment or, if not, still receive the data.

In the cover letter sent to each group (a copy of which is included in Appendix D), we stated the importance of their input to the success of the project and to the content of the training materials to be developed. We discarded some other rewards that were suggested (such as including a dollar bill or a small gift with each needs assessment) as too costly for our budget!

Ease of return
We used a self-addressed, postage paid envelope to provide ease of return. This also proved to be the most cost effective method.

C. DEFINITION OF KEY TERMS

This was a complicated and complex survey. To help the reader better understand this report, we review the key terms, definitions and concepts in this section.

Respondents were asked to both:

1. Rate need of training topic.

2. Choose importance of facilitator skill.

The training topics and the facilitator skills are the same 82 survey items.

There were ten survey categories developed to meet the purpose of this needs assessment. These ten survey categories differ somewhat from the NCDA competency areas. Our survey categories were based on NCDA competency areas and suggestions from our resource team members.

45 items are directly related to the NCDA competency skills. The NCDA competency areas and their items are analyzed separately from the basic survey categories and items.

A detailed explanation of the competency areas and their items are found in Appendix E.

1. Survey Categories
   A set of groupings under which all items appear. They relate to basic career development training needs and skills. The ten survey categories are as follows:

   - Career Counseling/Career Consulting Skills
   - Information and Resources
   - Assessment
   - Special Populations
   - Ethical and Legal Issues
   - Career Development Theory
   - Job Search Training and Placement
   - Training Clients and Other Career Development Facilitators
   - Program Management and Implementation
   - Promotion, Marketing and Public Relations

2. Survey Items - 82 Items
   a. Training Topic Items - Based on response to column at left of item, to be circled if training was needed.
   b. Facilitator Skill Items - Based on response to column at right of item, to be rated as to how important it is to one's job.

3. NCDA Items - 45 Items
   A subset of the 82 survey items. They were drawn from the NCDA listing of career counselor skills.

4. NCDA Competency Areas
   A set of groupings under which the NCDA items appear. They were treated differently in reporting than the survey categories. They relate to counselor skills and are as follows:

   - Individual and Group Counseling Skills
   - Information/Resources
   - Individual and Group Assessment
   - Special Populations
   - Ethical/Legal Issues
   - Career Development Theory
   - Program Management and Implementation
   - Consultation
   - Supervision
   - Research/Evaluation

Understanding the difference in terms is important as the results are reported, analyzed and discussed as they relate to:

- Training Topics
- Total Survey Categories
- NCDA Competency Areas

D. SELECTING RESPONDENT GROUPS

Since the intent of the project was to survey a wide range of practitioners who provide career development services to adults, we began by identifying major work setting categories which were:

- Adult Education
- Business and Industry
- Colleges and Universities
- Community Agencies
- Community Colleges (2 year)
- Employment Security Commissions
- Job Training and Partnership Act (JTPA)
- Military
- Private Practice
- Trade or Technical Schools
- Vocational Rehabilitation

Secondly, we identified groups to which these career development practitioners would be affiliated. Our resource team was an invaluable asset in assisting us to network our way to the organizations and people who could provide mailing lists.

Since two of our major projects for the first year of the grant were to develop training materials for career development personnel who work within business and industry as well as practitioners who provide career development combined with job search training and placement activities, we were particularly concerned that these personnel be well represented in our sample. We also wanted a national sample and were careful to include respondents from each geographical area - a task made relatively simple since all lists were in zip code order. We determined the proportion of each list we wanted to mail to and then used random sampling within each of the lists. From lists provided by the following groups/organizations, we sent the following number of surveys:

- Career Development Interest Group (American Society for Training and Development) 1,358
- Career Planning & Adult Development Network 610
- JTPA Personnel 200
- Nationally Certified Career Counselors (National Board of Certified Counselors) 419

• Military Education Counselors Association	167
• National Employment Counseling Association	1,667
• National Rehabilitation Association	500
• Miscellaneous adult career development practitioners (National Career Development Association - Business and Industry Special Interest Group, Resource Team members and others)	180
The total number of needs assessments sent	5,133

III. NEEDS ASSESSMENT RESPONSE

1,007 career development practitioners completed and mailed in needs assessment information within the deadline period. Approximately 40 people returned needs assessments past the deadline and were not included in the data analysis because of the schedules of data entry personnel and our need to adhere to our time line.

Three factors affected our response rate.

- The length of the needs assessment and time needed to complete it.
- How up to date mailing list names and addresses were. These varied with each list and the organization's policies as to the frequency with which they update lists. According to direct mail experts 10 to 15% of a given mailing list is out of date within six months, 20 to 25% within one year and 40 to 60% within two years.
- Duplication. Some people appear on many lists as they belong to or receive information from many organizations. Therefore, even with random sampling within lists there were some cases where individuals would have received more than one questionnaire. Thus, in the case of receiving duplicate needs assessments, respondents would have filled out only one.

A. DEMOGRAPHICS OF RESPONDENTS

Work sites
Respondents were distributed over all the work sites we intended to reach. Listed below are the number of people responding from each work site.

Respondents by Work Site

Adult Education	**43**
Business/Industry	**171**
College/University	**154**
Community Agency	**61**
Community College (2 year)	**76**
Employment Security Commission	**43**
JTPA	**71**
Military	**31**
Private Practice	**123**
Trade/Technical School	**18**
Vocational Rehabilitation	**74**
Other*	**131**

* Those checking the "other" category reported work sites such as government (other than military and employment security commission), consulting firms, non-profit organizations such as hospitals, and vocational and traditional high schools.

Length of experience providing career development services
Respondents were asked to indicate their length of experience. The categories (across all work-site sub-groups) and the percentage of respondents in each experience category are listed below.

Length of Experience	
0-1 year	**6%**
1-3 years	**13%**
3-5 years	**11%**
5-10 years	**24%**
More than 10 years	**45%**
No response	**1%**

Thus 80% of our respondents had three or more years of experience and 45% had more than 10 years. These percentages raised a number of questions that can't be answered in this report. Answers may be available from other sources or could be the subject of other studies. Questions that came to mind were:

- Is there minimal turn-over in the career development field?
- Are there fewer new people entering the field?
- Were less experienced people under-represented in the organizations whose lists we used?
- Did less experienced people not respond to the survey?

There are some variations in length of experience if we look at the various work site sub-groups. For example, 70% of the respondents working in employment security commissions reported having more than ten years experience while only 25% of the respondents working in JTPA agencies had more than ten years experience. Table 1 provides a breakdown of all work site sub-groups and the level of experience reported by respondents in each work site.

TABLE 1: LEVEL OF WORK EXPERIENCE REPORTED BY RESPONDENTS IN EACH WORK SITE

		Primary Work Site of Respondent											
Experience	Total Resp.	Adult Educ.	Business /Industry	College /Univ.	Comm. Agency	Comm. College	Employ. Sec Com	JTPA	Military	Private Practice	Trade/ Tec. Sch	Voc. Rehab.	Other
	1007	43	171	154	61	76	43	71	31	123	18	74	131
0-1 year	56	-	15	4	6	-	-	5	3	4	-	6	13
	6%	-	9%	3%	10%	-	-	7%	10%	3%	-	8%	10%
1-3 years	135	9	29	15	12	12	3	12	3	6	2	11	20
	13%	21%	17%	10%	20%	16%	7%	17%	10%	5%	11%	15%	15%
3-5 years	106	4	22	15	7	7	4	12	4	11	1	8	14
	11%	9%	13%	10%	9%	9%	9%	17%	13%	9%	6%	11%	11%
5-10 years	241	11	44	41	17	17	6	22	10	24	6	15	29
	24%	26%	26%	27%	22%	22%	14%	31%	32%	20%	33%	20%	22%
More than 10 years	457	19	61	78	40	40	30	18	11	78	9	34	54
	45%	44%	36%	51%	53%	53%	70%	25%	35%	63%	50%	46%	41%
No Response	12	-	-	1	-	-	-	2	-	-	-	-	1
	1%	-	-	1%	-	-	-	3%	-	-	-	-	1%

Educational Level
Respondents were asked to indicate their level of education using the following categories. The percentages of respondents indicating each category are also listed below.

Educational Level

High School	**1%**
2 year Associate's Degree	**2%**
Bachelor's Degree	**15%**
Master's Degree	**33%**
Master's Degree Plus	**47%**
No response	**1%**

For a breakdown of educational level across work sites, refer to Table 2 below.

TABLE 2: EDUCATION LEVEL REPORTED BY RESPONDENTS IN EACH WORK SITE

		Primary Work Site of Respondent											
Educational Level	Total Resp.	Adult Educ.	Business /Industry	College /Univ.	Comm. Agency	Comm. College	Employ. Sec Com.	JTPA	Military	Private Practice	Trade/ Tec. Sch	Voc. Rehab.	Other
	1007	43	171	154	61	76	43	71	31	123	18	74	131
High School	15 1%	1 2%	3 2%	- -	1 2%	- -	- -	5 7%	- -	- -	- -	3 4%	2 2%
2-year Associate's Degree	24 2%	1 2%	5 3%	- -	1 2%	1 1%	2 5%	5 7%	1 3%	1 1%	- -	4 5%	3 2%
Bachelor's Degree	151 15%	6 14%	39 23%	5 3%	10 16%	4 5%	16 37%	24 34%	4 13%	8 7%	4 22%	10 14%	21 16%
Master's Degree	332 33%	10 23%	59 35%	48 31%	27 44%	23 30%	16 37%	24 34%	10 32%	33 27%	4 22%	38 51%	40 31%
Master's Degree plus	471 47%	24 56%	64 37%	100 65%	22 36%	48 63%	9 21%	11 15%	16 52%	81 66%	10 56%	18 24%	65 50%
No Response	14 1%	1 2%	1 1%	1 1%	- -	- -	- -	2 3%	- -	- -	- -	1 1%	- -

Information about service delivery format
Since the development of training materials is somewhat dependent upon the format in which services are delivered, respondents were asked to identify the type of format in which their services are delivered to clients. The choices were:

Delivery Format

Individual sessions	**17%**
In groups	**6%**
Both individually and in groups	**75%**

Overall those career development facilitators responding to the survey indicated that their work was delivered both individually and in groups. Table 3 indicates the percentages of response in each category. In reviewing the information by sub-group, the ranking is the same except for the vocational rehabilitation group which reported

that delivering their services in individual sessions was higher than the other sub-groups.

TABLE 3: TYPE OF FORMAT IN WHICH RESPONDENTS DELIVER THEIR SERVICES

		Primary Work Site of Respondent											
Format	Total Resp.	Adult Educ.	Business /Industry	College /Univ.	Comm. Agency	Comm. College	Employ. Sec Com	JTPA	Military	Private Practice	Trade/ Tec. Sch	Voc. Rehab.	Other
	1007	43	171	154	61	76	43	71	31	123	18	74	131
Individual Sessions	169 17%	6 14%	25 15%	12 8%	8 13%	8 11%	10 23%	5 7%	1 3%	35 28%	1 6%	41 55%	17 13%
In groups	59 6%	6 14%	16 9%	14 9%	1 2%	4 5%	- -	4 6%	2 6%	1 1%	2 11%	1 1%	8 6%
Individual and groups	759 75%	31 72%	127 74%	126 82%	52 85%	64 84%	31 72%	60 85%	28 90%	87 71%	15 83%	31 42%	104 79%
No Response	20 2%	- -	3 2%	2 1%	- -	- -	2 5%	2 3%	- -	- -	- -	1 1%	2 2%

B. REPORTING PROCESS

Reporting of the responses is done by:

1. 82 Training Topic Items
    a. Responses by total population
    b. Responses by survey categories and items
    c. Responses by sub-groups

2. Write-in Training Topics

3. Preferred Training Delivery Modes

4. 82 Facilitator Skill Items
    a. Responses by total population
    b. Responses by survey categories and items
    c. Responses by sub-groups

5. 45 NCDA Skill Items
    a. Responses by total population
    b. Responses by NCDA competency areas and items
    c. Responses by sub-groups

C. TRAINING TOPIC ITEMS

Respondents were asked to circle all item numbers (training topics) in which they needed training. Thus there was variability in the response rate of one questionnaire compared to another. Some questionnaires were returned with many items circled and others contained only a few. The most frequently circled item was indicated by 33% of the respondents. The least frequently circled item was indicated by 5% of the respondents.

1. Training Topic Items - Total Population

We decided to report the top 25 items circled by all respondents (regardless of work site) as topics in which they needed training. These top 25 items were those with a frequency range of 22% to 33%. Below 22% there was a significant drop in the frequency with which items were circled. Table 4 lists the top 25 training topic items by rank and percentages in descending order.

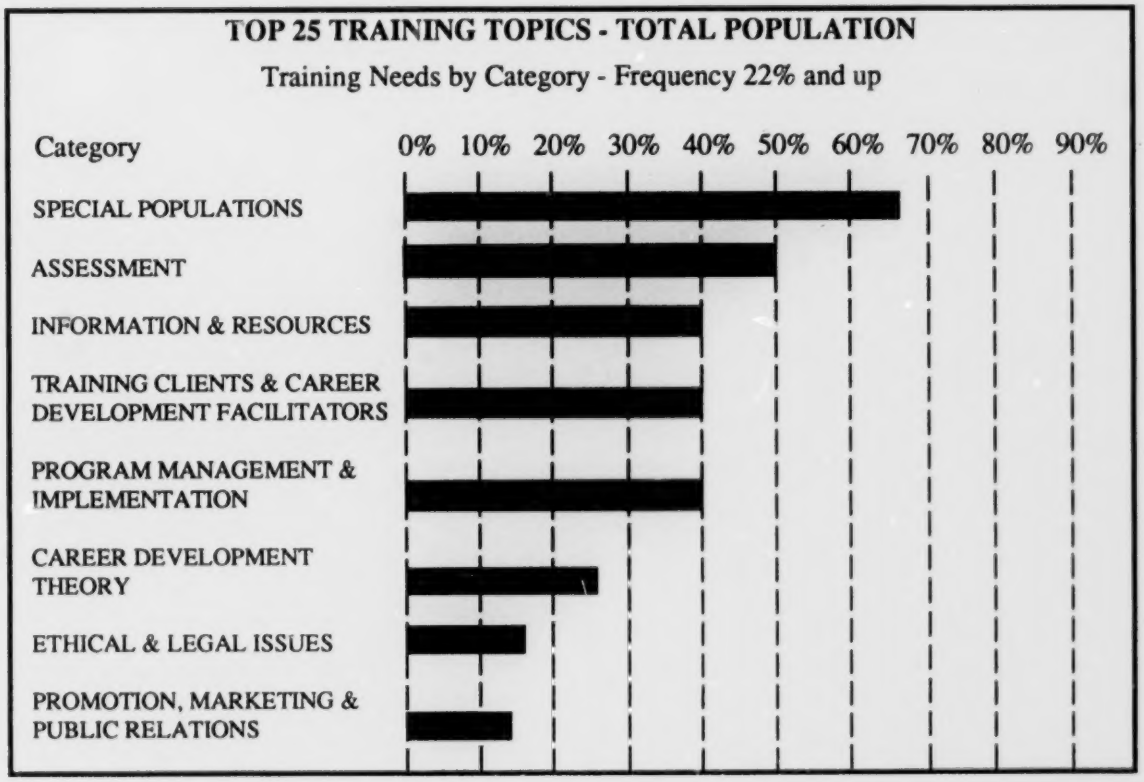
TABLE 4: TOP 25 TRAINING TOPIC ITEMS - TOTAL POPULATION

Rank	Survey Item	%
1.	Keeping up to date with newly developed assessment instruments.	33%
2.	Identifying best methods of promoting services to target populations.	28%
3.	Using career counseling approaches which accommodate cultural, ethnic and racial issues.	28%
4.	Accessing, understanding and interpreting labor market information/job trends.	27%
5.	Finding career development resources and building a network to share information about these resources.	26%
6.	Selecting assessment instruments/techniques appropriate to individual or group.	26%
7.	Evaluating and selecting instruments appropriate to individual's physical capacities, psychological state, gender, cultural background.	26%
8.	Knowing and understanding current career development theories and models as they apply to adult development.	26%
9.	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	25%
10.	Knowing developmental issues and needs of minority populations.	24%
11.	Writing training materials, preparing media and materials for use in presentations.	24%
12.	Conducting on-going and formal evaluation of career development programs and services.	24%
13.	Challenging and encouraging clients to take action to prepare for and initiate transitions.	23%
14.	Using computer based information and career planning systems and training clients in their use.	23%
15.	Matching individual's skills, values, interests, personality to job requirements.	23%
16.	Knowing and using computer assisted assessment instruments.	23%
17.	Conducting needs assessments.	23%
18.	Recognizing changing roles of women and men and their impact on work, education, family and leisure.	23%
19.	Developing and using leadership, strategic planning, conflict resolution and collaboration skills.	23%
20.	Developing and maintaining a comprehensive career resource center.	22%
21.	Using instruments to assess client's transferable skills.	22%
22.	Recognizing special needs of minorities, culturally different, immigrants, disabled, older workers, and persons with AIDS.	22%
23.	Understanding the impact of one's own culture, gender and ethnicity in working with specific populations.	22%
24.	Designing and evaluating training programs.	22%
25.	Obtaining financial support for program, managing budget and maximizing resources.	22%

2. Training Topic Items - Total Population - Survey Categories and Items

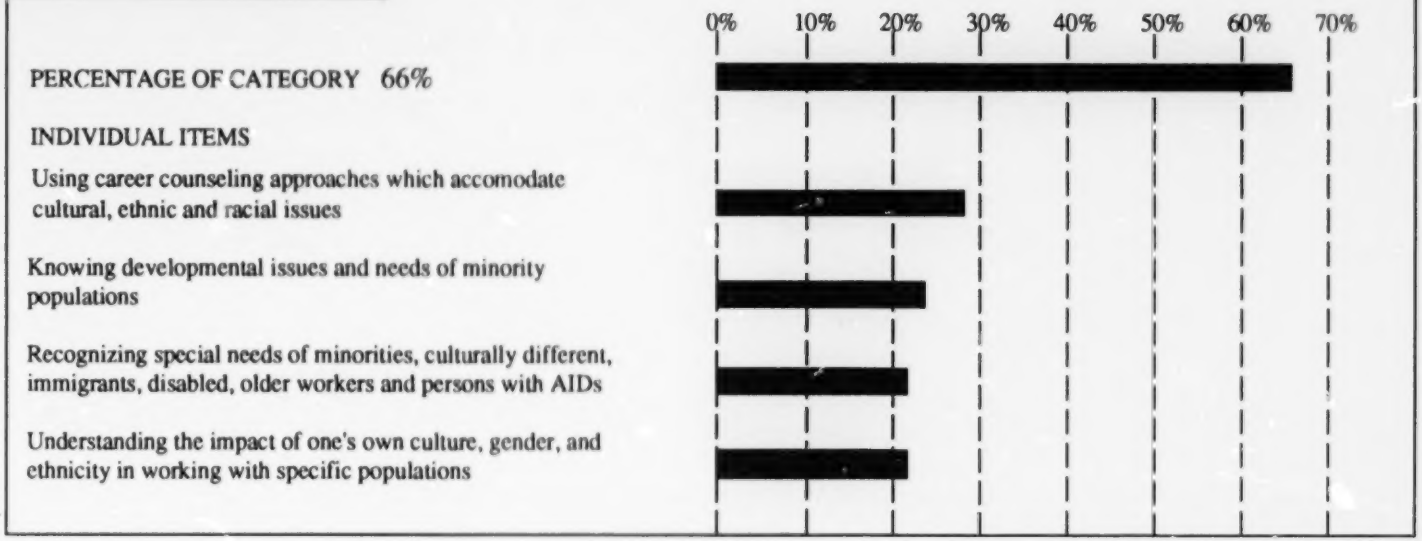
As noted in the section "Definition of Key Terms" there are ten categories within which the 82 training topics are listed. As we looked at the top training items (those that were 22% and above) we noticed that some categories were more heavily represented than others. We then looked at the number of high frequency items within each category and then ranked the categories by the percentage of items within the category that appeared in our list of top 25 ranked items.

The chart below illustrates the ranking of training categories as indicated by the total population. The following nine charts list the individual items in that category appearing in the top 25 frequently indicated training topics.


TOP 25 TRAINING TOPICS - TOTAL POPULATION
Training Needs by Category - Frequency 22% and up
Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
SPECIAL POPULATIONS
ASSESSMENT
INFORMATION & RESOURCES
TRAINING CLIENTS & CAREER DEVELOPMENT FACILITATORS
PROGRAM MANAGEMENT & IMPLEMENTATION
CAREER DEVELOPMENT THEORY
ETHICAL & LEGAL ISSUES
PROMOTION, MARKETING & PUBLIC RELATIONS

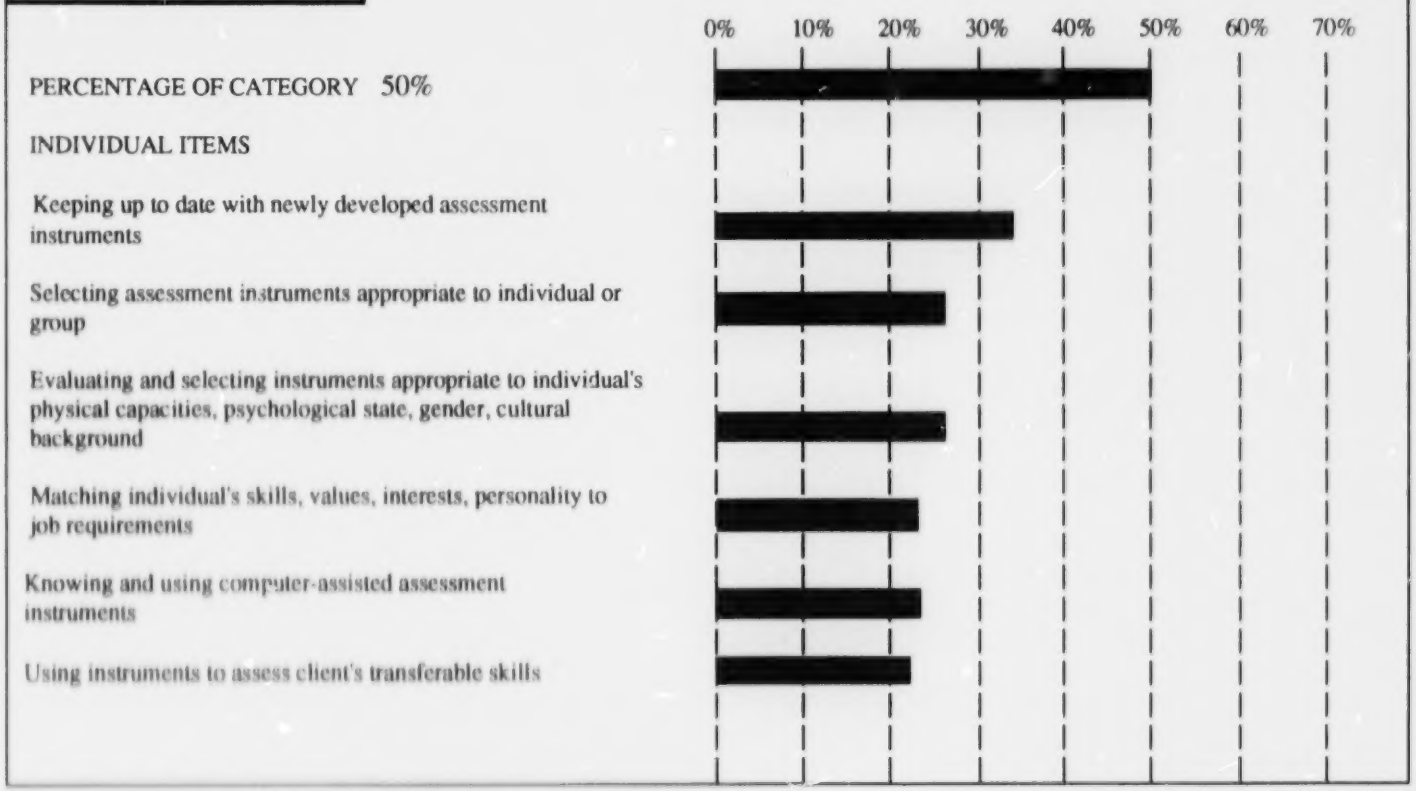
TOP 25 TRAINING TOPIC ITEMS - SPECIAL POPULATIONS

Category: **Special Populations**
Total Items in Category: 6
Number of Items in Top 25: 4


0%
10%
20%
30%
40%
50%
60%
70%
PERCENTAGE OF CATEGORY 66%
INDIVIDUAL ITEMS
Using career counseling approaches which accomodate cultural, ethnic and racial issues
Knowing developmental issues and needs of minority populations
Recognizing special needs of minorities, culturally different, immigrants, disabled, older workers and persons with AIDs
Understanding the impact of one's own culture, gender, and ethnicity in working with specific populations

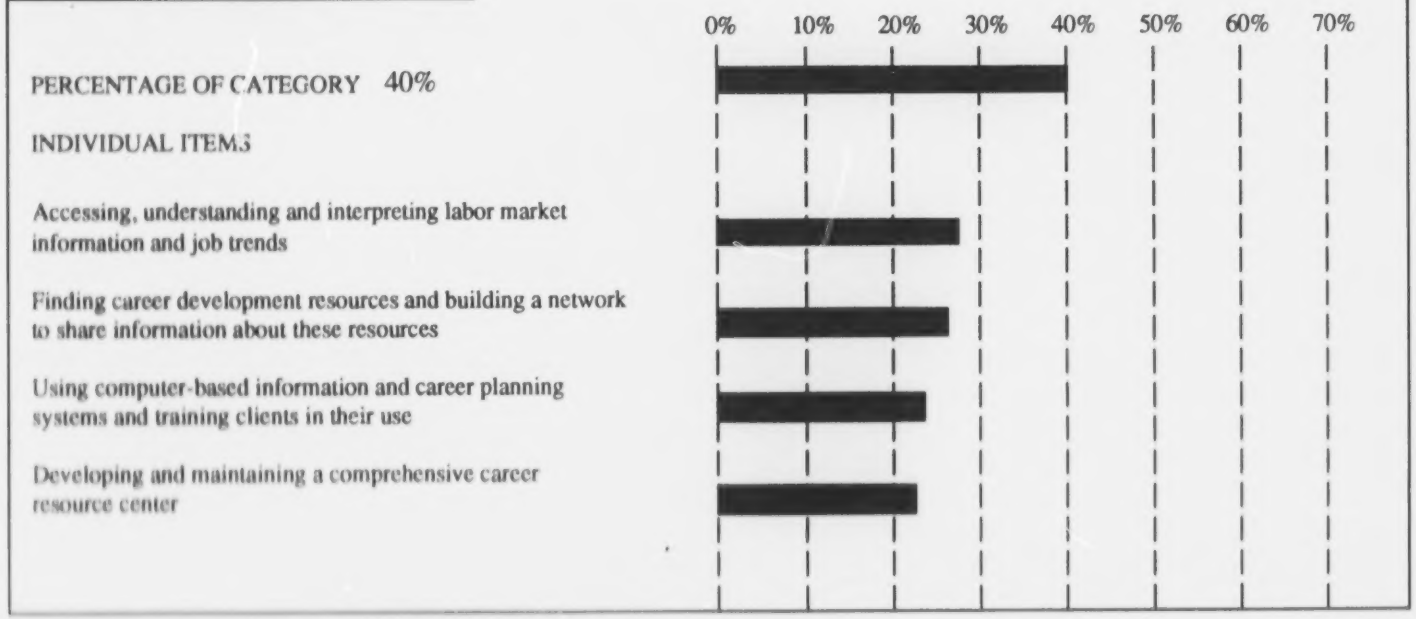
TOP 25 TRAINING TOPIC ITEMS - ASSESSMENT

Category: **Assessment**
Total Items in Category: 12
Number of Items in Top 25: 6


0%
10%
20%
30%
40%
50%
60%
70%
PERCENTAGE OF CATEGORY 50%
INDIVIDUAL ITEMS
Keeping up to date with newly developed assessment instruments
Selecting assessment instruments appropriate to individual or group
Evaluating and selecting instruments appropriate to individual's physical capacities, psychological state, gender, cultural background
Matching individual's skills, values, interests, personality to job requirements
Knowing and using computer-assisted assessment instruments
Using instruments to assess client's transferable skills

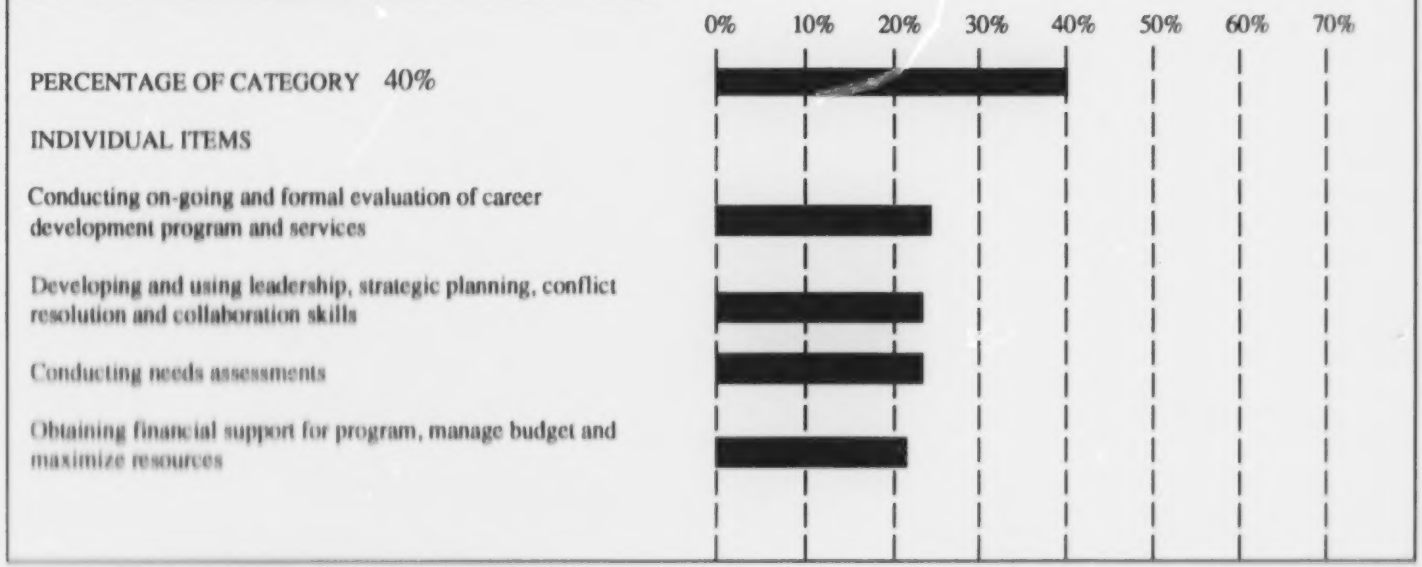
TOP 25 TRAINING TOPIC ITEMS - INFORMATION & RESOURCES

Category: **Information and Resources**
Total Items in Category: 10
Number of Items in Top 25: 4


0%
10%
20%
30%
40%
50%
60%
70%
PERCENTAGE OF CATEGORY 40%
INDIVIDUAL ITEMS
Accessing, understanding and interpreting labor market information and job trends
Finding career development resources and building a network to share information about these resources
Using computer-based information and career planning systems and training clients in their use
Developing and maintaining a comprehensive career resource center

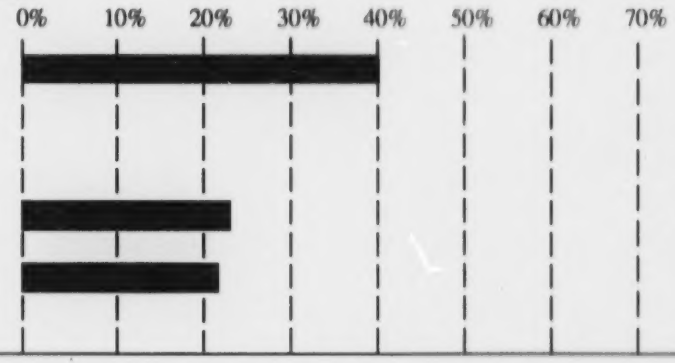
TOP 25 TRAINING TOPIC ITEMS - PROGRAM MANAGEMENT & IMPLEMENTATION

Category: **Program Management and Implementation**
Total Items in Category: 10
Number of Items in Top 25: 4



TOP 25 TRAINING TOPIC ITEMS - TRAINING CLIENTS & CAREER DEVELOPMENT FACILITATORS

Category: **Training Clients & Career Development Facilitators**
Total Items in Category: 5
Number of Items in Top 25: 2

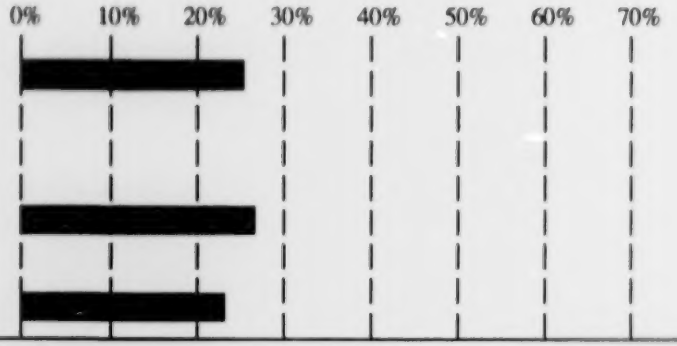


25

TOP 25 TRAINING TOPIC ITEMS - CAREER DEVELOPMENT THEORY

Category: **Career Development Theory**
Total Items in Category: 8
Number of Items in Top 25: 2

PERCENTAGE OF CATEGORY 25%



INDIVIDUAL ITEMS

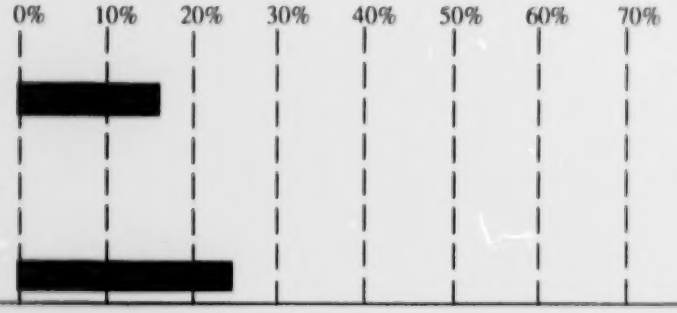
Knowing and understanding current career development theories and models as they apply to adult development

Recognizing changing roles of women and men and their impact on work, education, family and leisure

TOP 25 TRAINING TOPIC ITEMS - ETHICAL & LEGAL ISSUES

Category: **Ethical and Legal Issues**
Total Items in Category: 6
Number of Items in Top 25: 1

PERCENTAGE OF CATEGORY 16%

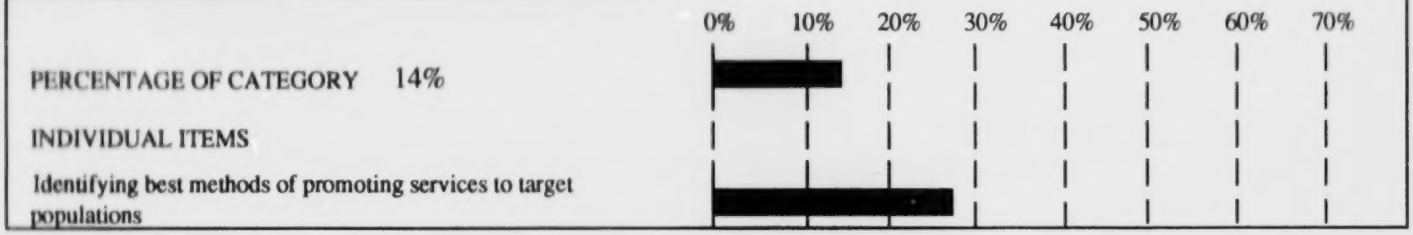


INDIVIDUAL ITEMS

Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity

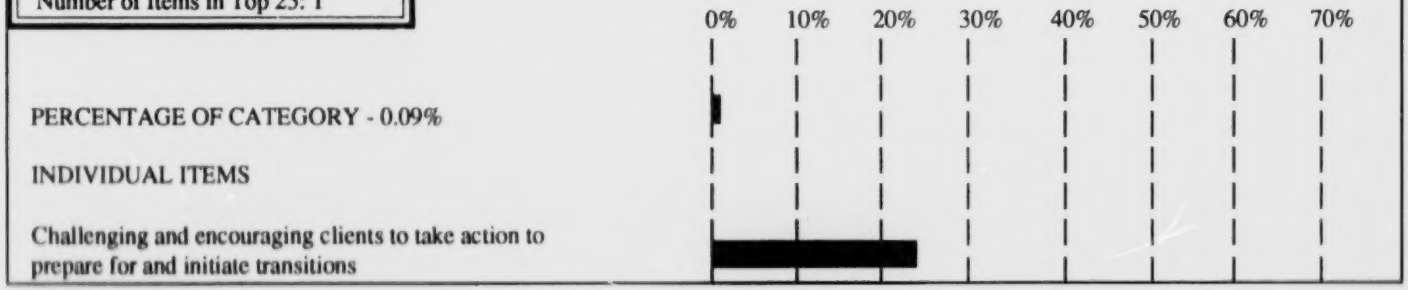
TOP 25 TRAINING TOPIC ITEMS - PROMOTION, MARKETING & PUBLIC RELATIONS

Category: **Promotion, Marketing & Public Relations**
Total Items in Category: 7
Number of Items in Top 25: 1



TOP 25 TRAINING TOPIC ITEMS - CAREER COUNSELING SKILLS

Category: **Career Counseling Skills**
Total Items in Category: 11
Number of Items in Top 25: 1



3. Training Topic Items - Sub-groups

When completing the survey, respondents were asked to indicate their primary work site. These affiliations were then used to determine sub-groups of the total population. Each of the 11 sub-groups had varied numbers of people responding. When 1007 people in the overall group are broken down into sub-groups keyed to work site, many of the sub-groups are too small to say that this group represents all of the personnel working in that type of work site. However, there are enough significant differences in the amount and type of training items indicated as needed by the various groups to report those differences. This information, coupled with results of various training field tests and reports from practitioners working in these sites, can be used in the development of a training agenda. This information also supports our contention that training should be customized to the needs of various groups of career development facilitators to be effective.

Differences between sub-groups
Because of the differences between sub-groups and the fact that in some sub-groups there were 4 or 5 training items that received the same percentages, it was not possible to limit the sub-group items to the top 25 as we did for the overall population. Therefore, we chose to include all items in each sub-group that had 22% or more responses as a training need. The same percentage was used as a cut off for the top 25 training topic items.

a. Differences in type of training reported needed by sub-groups.
There are differences in the types of training needed by the various sub-groups. An example of these differences is the information below which lists the most frequently indicated training topic categories for each sub-group.

Adult Education - Training Clients and Career Development Facilitators
Business and Industry - Assessment
College University - Special Populations
Community Agencies - Special Populations
Community College - Assessment, Special Populations & Ethical and Legal Issues
Employment Security Commission - Assessment
JTPA - Special Populations
Military - Information and Resources
Private Practice - Assessment
Trade/Technical Schools - Program Management and Implementation
Vocational Rehabilitation - Information and Resources

Also, if we look at individual categories, job search training and placement is a significant training need indicated by JTPA, military and vocational rehabilitation sub-groups, not as significant for college/university, and not significant at all for other sub-groups.

Likewise, program management and implementation is a significant training need indicated by business and industry, college/university, community agency sub-groups and not as significant or not significant at all for other sub-groups.

b. Differences in number of training needs reported by sub-groups.
There were considerable differences in the training needs reported by the sub-groups as illustrated by the following list of the work site sub-groups and their training items circled with a frequency of 22% and more from the total number of 82 items. The list below illustrates those differences.

Military	**45**	(items with frequency of 22% and more)
Community College	**32**	
JTPA	**30**	
Community Agency	**29**	
College/University	**23**	
Trade & Technical Schools	**23**	
Business and Industry	**21**	
Adult Education	**17**	
Vocational Rehabilitation	**15**	
Private Practice	**14**	
Employment Security Commissions	**10**	

There also is seemingly no relationship between the number of persons in each sub-group and the number of training needs. The military (one of the smaller sub-groups) reported a significantly higher number of items (45) while business and industry (one of the larger sub-groups) reported about half that number of items (23) as training needs.

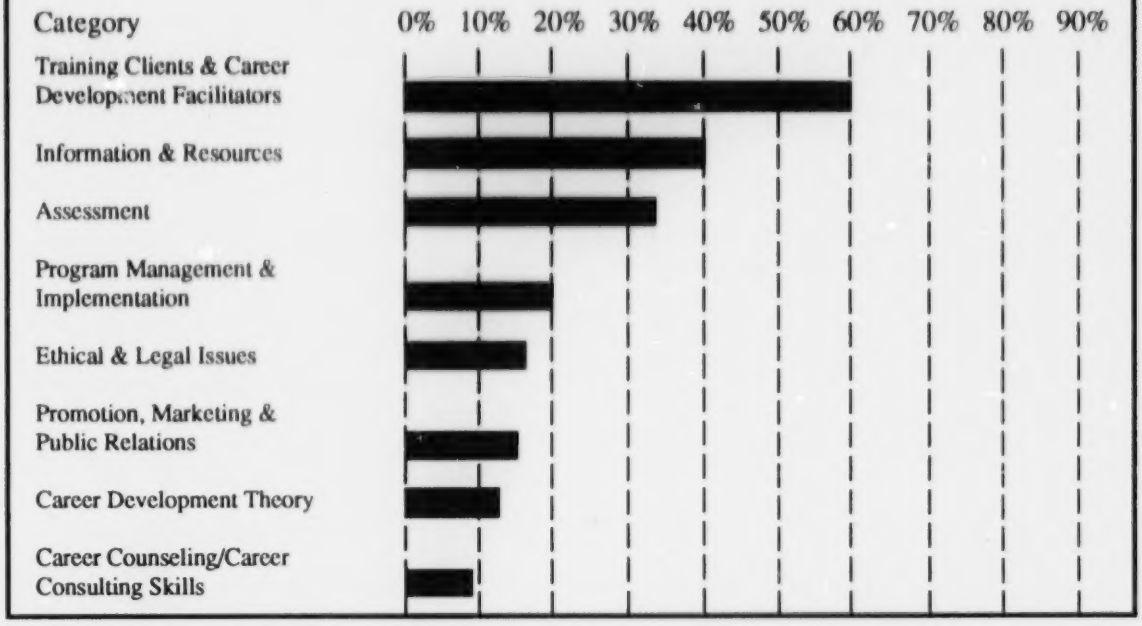
We could assume that the high frequency of responses to the training needs assessment by the military and other higher ranked sub-groups implies they have a broader range of career development training needs than other sub-groups and the total population surveyed.

The following 11 charts indicate sub-group responses to training needs by category.

A list of the training topic items, as ranked by sub-group, is included in Appendix F.

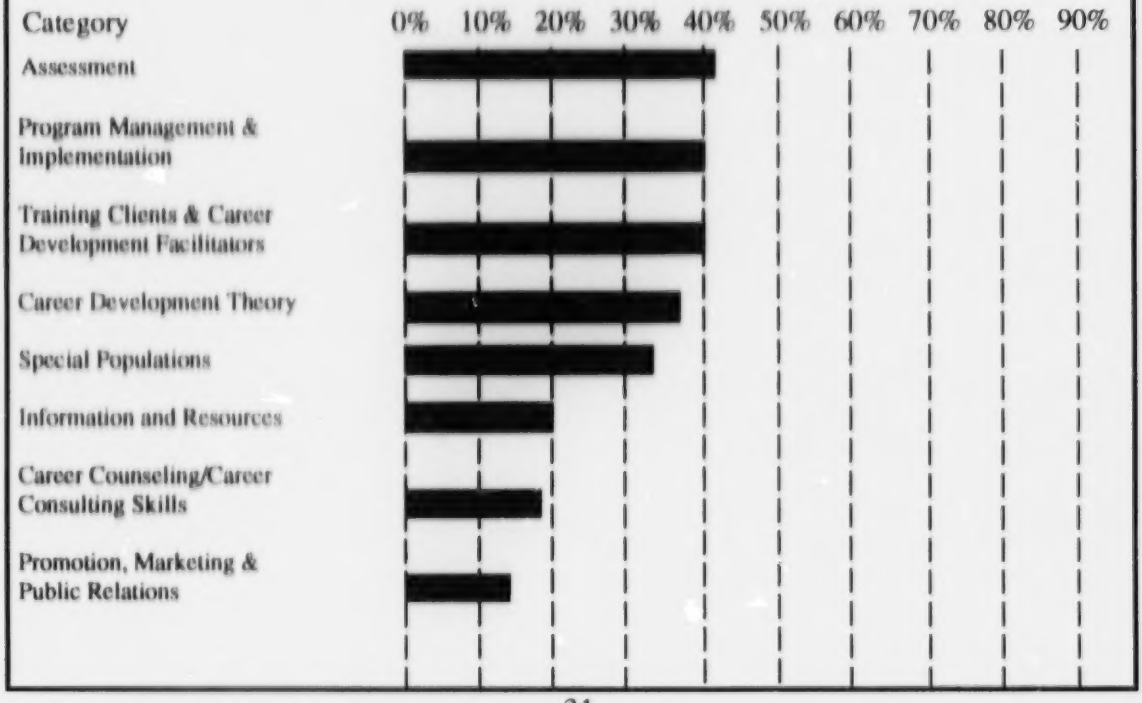
Career Development Facilitators - Adult Education

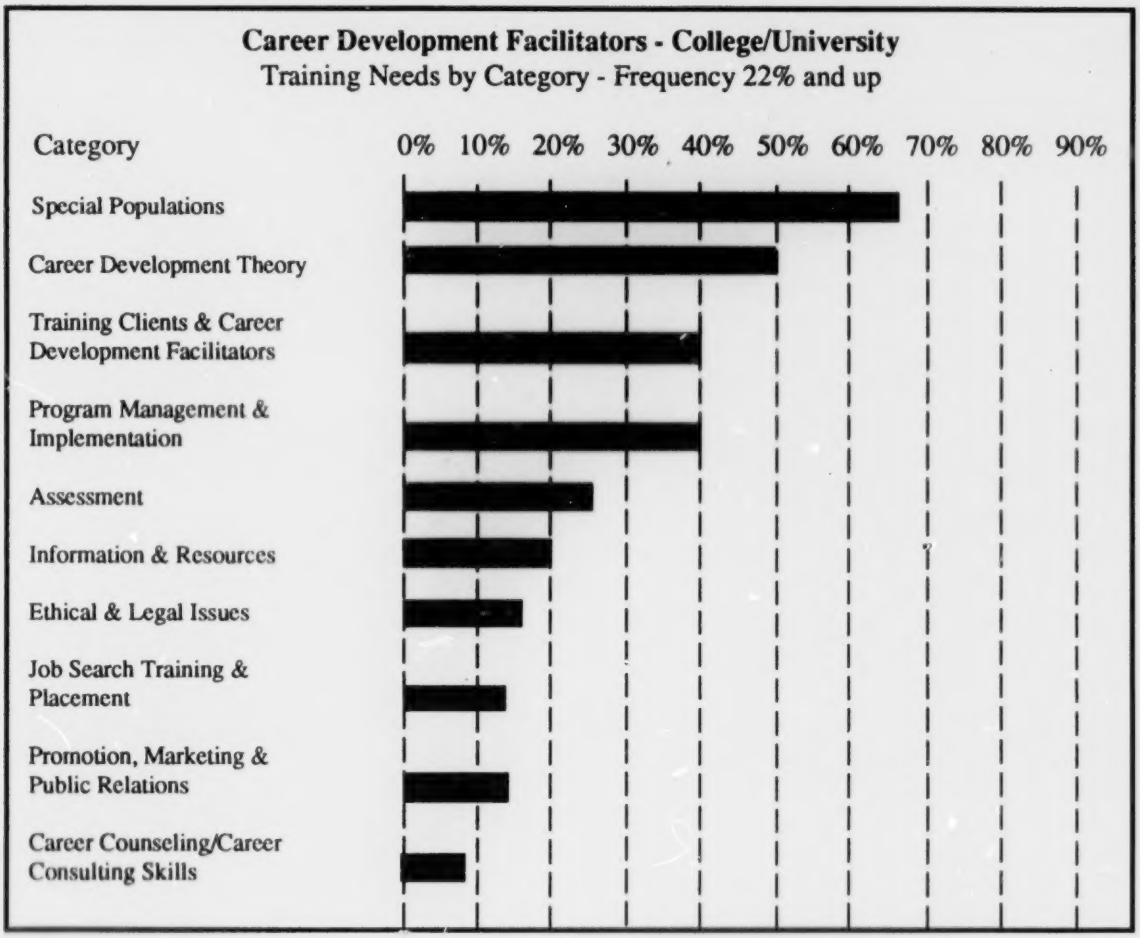
Training Needs by Category - Frequency 22% and up

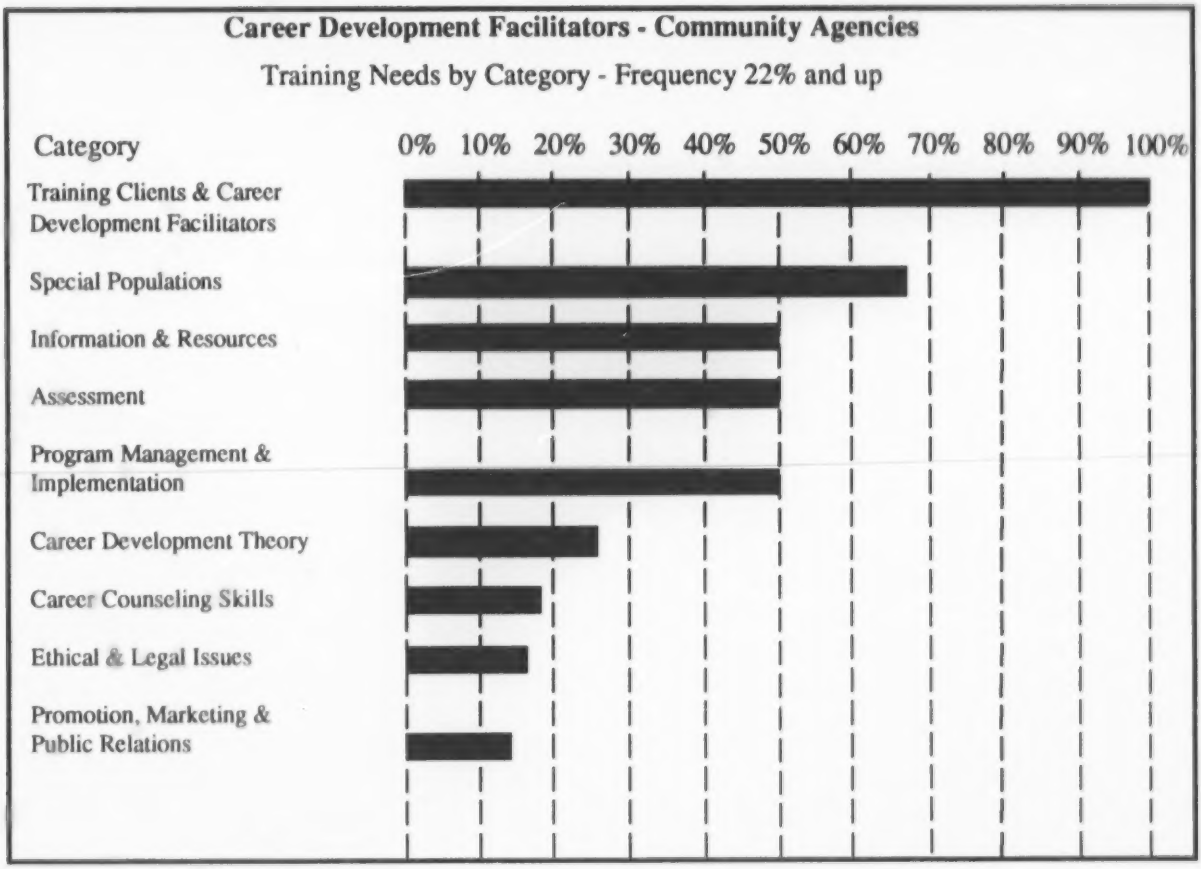

Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Training Clients & Career Development Facilitators
Information & Resources
Assessment
Program Management & Implementation
Ethical & Legal Issues
Promotion, Marketing & Public Relations
Career Development Theory
Career Counseling/Career Consulting Skills

Career Development Facilitators - Business and Industry

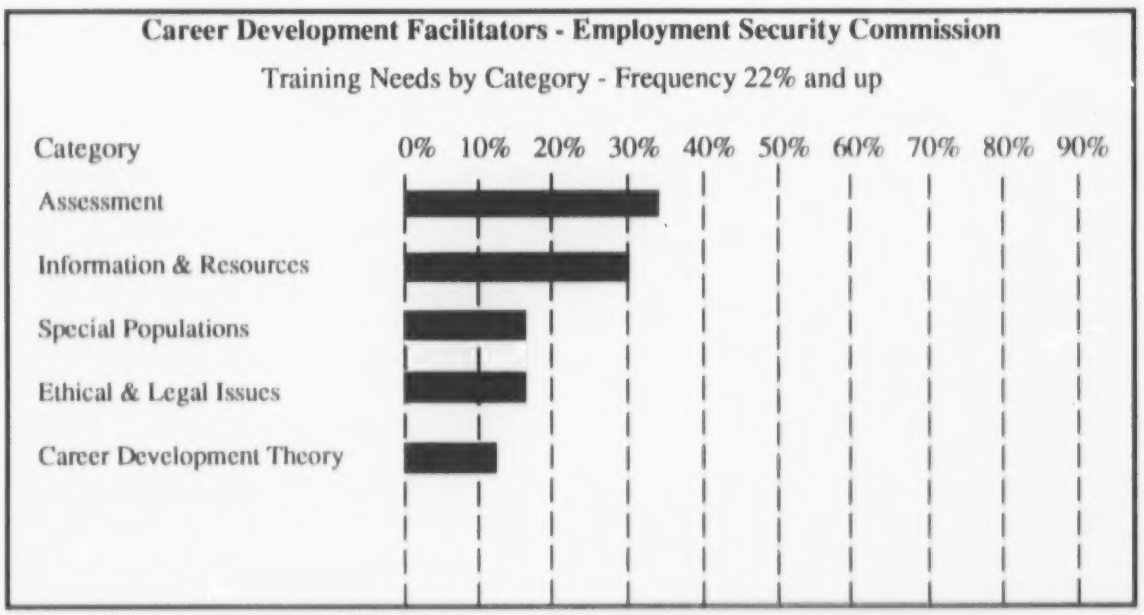
Training Needs by Category - Frequency 22% and up




Career Development Facilitators - College/University
Training Needs by Category - Frequency 22% and up
Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Special Populations
Career Development Theory
Training Clients & Career Development Facilitators
Program Management & Implementation
Assessment
Information & Resources
Ethical & Legal Issues
Job Search Training & Placement
Promotion, Marketing & Public Relations
Career Counseling/Career Consulting Skills


Career Development Facilitators - Community Agencies
Training Needs by Category - Frequency 22% and up
Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Training Clients & Career Development Facilitators
Special Populations
Information & Resources
Assessment
Program Management & Implementation
Career Development Theory
Career Counseling Skills
Ethical & Legal Issues
Promotion, Marketing & Public Relations

Career Development Facilitators - Community College (2 year)
Training Needs by Category - Frequency 22% and up
Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Assessment
Special Populations
Ethical & Legal Issues
Information & Resources
Career Development Theory
Training Clients and Career Development Facilitators
Career Counseling/Career Consulting Skills
Program Management & Implementation
Promotion, Marketing & Public Relations

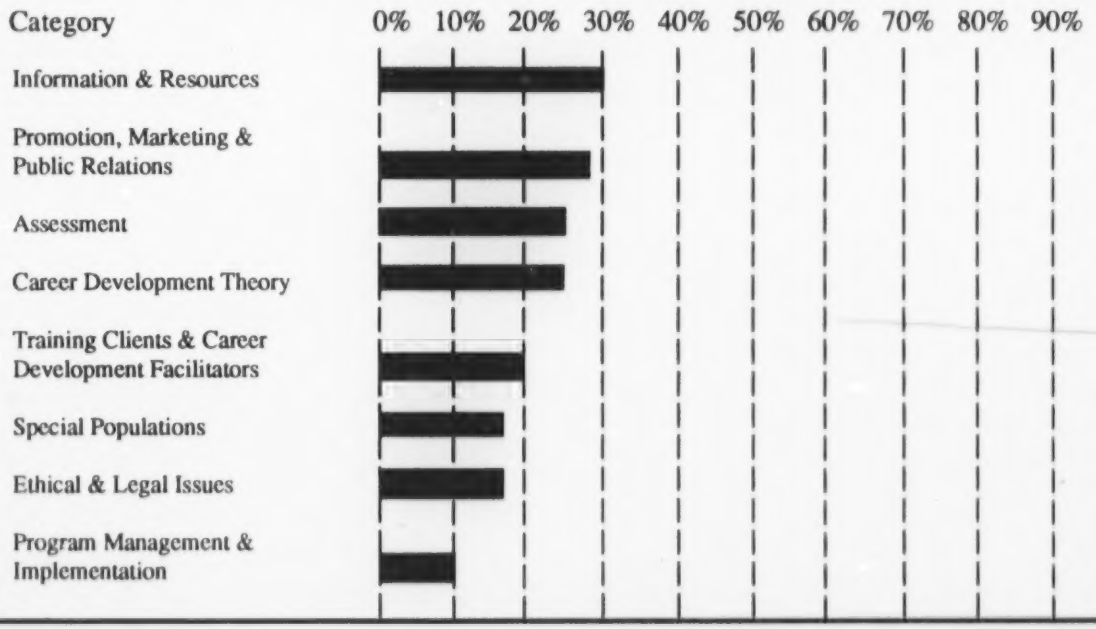

Career Development Facilitators - Employment Security Commission
Training Needs by Category - Frequency 22% and up
Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Assessment
Information & Resources
Special Populations
Ethical & Legal Issues
Career Development Theory

Career Development Facilitators - JTPA
Training Needs by Category - Frequency 22% and up
Category
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Special Populations
Career Counseling/Career Consulting Skills
Information & Resources
Job Search Training & Placement
Assessment
Training Clients & Career Development Facilitators
Career Development Theory
Program Management & Implementation
Ethical & Legal Issues
Promotion, Marketing & Public Relations

Career Development Facilitators - Military
Training Needs by Category - Frequency 22% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Information & Resources
Job Search Training & Placement
Program Management & Implementation
Assessment
Training Clients & Career Development Facilitators
Promotion, Marketing & Public Relations
Career Counseling/Career Consulting Skills
Special Populations
Ethical & Legal Issues
Career Development Theory

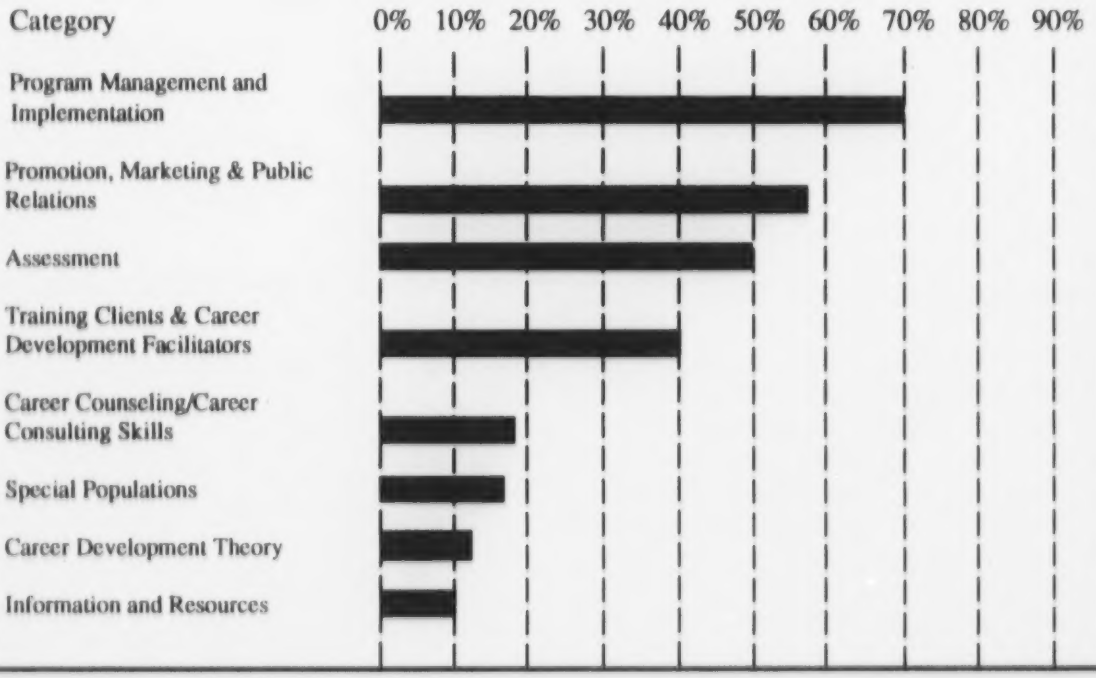
Career Development Facilitators - Private Practice

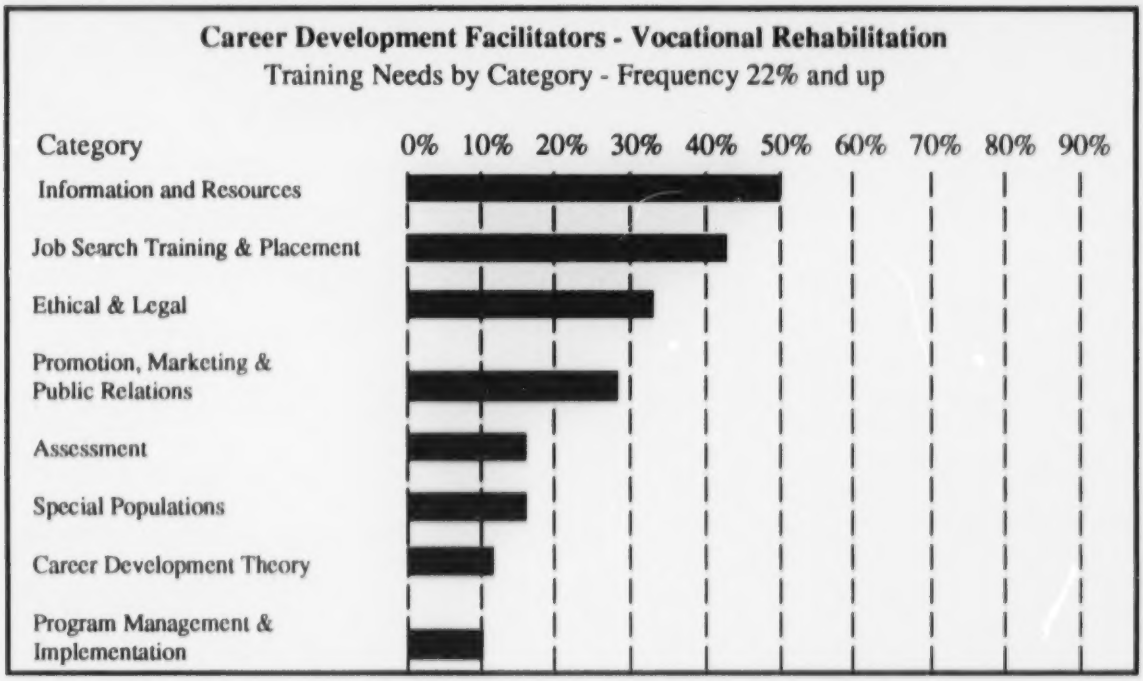
Training Needs by Category - Frequency 22% and up



Career Development Facilitators - Trade and Technical Schools

Training Needs by Category - Frequency 22% and up




Career Development Facilitators - Vocational Rehabilitation
Training Needs by Category - Frequency 22% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Information and Resources
Job Search Training & Placement
Ethical & Legal
Promotion, Marketing & Public Relations
Assessment
Special Populations
Career Development Theory
Program Management & Implementation

4. Write-in Training Topics

In addition to the 82 items of the survey, respondents were asked to write in additional training topics. One of the more recurring themes was a new category of items we entitled "Linkages." These were write-in topics that concerned themselves with creating linkages with other career development personnel and linkages specifically between education, agency and business and industry personnel. A list of all the write-in training topics by category follows:

CAREER COUNSELING/CAREER CONSULTING SKILLS

- Career change, pre-retirement are my primary focus of interest
- Conflict resolution
- Listening skills
- Facilitation of client self-empowerment
- Techniques
- Use of psycho-dynamic, psycho-analytic and cognitive behavior therapy to counsel clients who are indecisive, anxious or depressed
- Self-esteem and motivation
- Transference and counter transference

INFORMATION AND RESOURCES

- Computer job search networks
- Current information
- New technologies in A/V equipment
- Interest in computer assisted CDV

ASSESSMENT

- Assessment and evaluation
- Matching assessment to job development
- Outplacement, MBTI and GATB
- Assessment tool evaluation
- How to relate MBTI to job search

SPECIAL POPULATIONS

- Re-entrants to job market
- Career counseling models for therapy patients
- Career development as related to chronic long-term mentally ill
- Performing function capacity evaluations to determine viable options for persons with disabilities
- Career development and testing for the illiterate
- Natural supports for people with disabilities in the workplace
- Cultural issues
- Working with young felons
- Materials for young felons for work and training

ETHICAL AND LEGAL ISSUES

- Liability when supervisor wants us to perform non-job tasks and see clients at our current state supported work site for private pay of which they will take a cut
- Expert witness techniques

CAREER DEVELOPMENT THEORY

Career change and pre-retirement
Career and psychosocial theory
Conflict resolution
Spirituality and career planning
The role of religion in career development and job seeking
Career counseling which facilitates consideration of nontraditional by gender career choices
Adults in transition
Grief and job loss

JOB SEARCH TRAINING AND PLACEMENT

Current job search training
Outplacement
Assisting client in obtaining interview

TRAINING CLIENTS AND CAREER DEVELOPMENT FACILITATORS

Program development
Understanding of materials and curriculum development
How to better train career counselors to understand and work more effectively with human service departments in business
Training on the importance of case notes, paperwork, and forms
Communication skills for counselors dealing with private industry

PROGRAM MANAGEMENT AND IMPLEMENTATION

Dealing with counselor burnout
Setting up a career counseling practice
Grant writing sources
How to tap into funds for working with academically and economically disadvantaged women
Coordination of job market efforts under one roof
Hear comments from policy experts on their views and general feeling concerning future of federal job training and re-training in a Democratic political era

LINKAGES

Development of business and industry linkages with school and agency career centers
Networking with people who are willing to talk to (and possibly hire) my clients about their careers of interest
Feedback from employers on their priorities, forecasts, decision factors in hiring
Networking with other career counselors
Cross fertilization of schools, psychologists and business and industry
Getting professionals who serve similar populations together to network, problem solve and work more effectively together

OTHER

Writing research articles on career development topics for professional journals
Career Development in companies and organizations

5. Preferred Training Delivery Modes

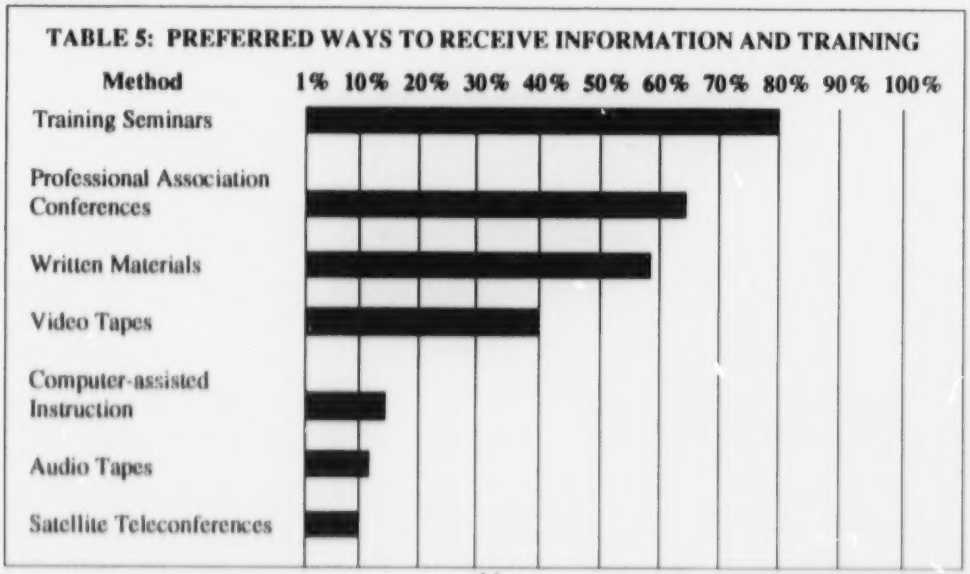
Respondents were requested to indicate their three top preferred ways to receive information and training. Their possible choices, as listed in the survey, were:

- Audio tapes
- Video tapes
- Satellite teleconferences
- Professional association conferences
- Training seminars
- Written materials
- Computer-assisted instruction

Table 5 indicates the preferred methods of receiving information and training. The training seminars topic was the top choice, followed by professional association conferences and written materials. Video tapes appeared in the mid-range and computer-assisted instruction, audio tapes and satellite teleconferences were mentioned less frequently. We were surprised that satellite teleconferencing ranked as low as it did. However, this method is relatively new and requires a technological capacity for down-linking. We are assuming that many respondents may not have participated in this mode of training and therefore did not choose this option because of lack of experience. However, since training seminars were a first choice, we believe this points up the importance of having a sufficient "wrap-around" that accompanies a teleconference which will provide participants with additional information and skills and the opportunity to talk about the satellite teleconference information and personalize it to their work situation

Likewise, computer-assisted instruction is also not wide spread and requires sufficient hardware and software and computer expertise. So while this method was also ranked low now, we think this will be used much more in the future as this technology becomes more available and individuals expand their expertise to both use and produce this kind of instruction.

TABLE 5: PREFERRED WAYS TO RECEIVE INFORMATION AND TRAINING



D. FACILITATOR SKILL ITEMS

1. Procedures

The survey data is reviewed in a different manner when looking at the responses to the items in terms of their importance on the job (right side of survey form). Rather than using items with a 22% or higher rate, we identified items that were marked as very important or extremely important to the effective performance of their job by 70% of the respondents.

The items with a response of 70% and up are reported by:

1. Total Population of Respondents
2. Survey Categories and Items
3. Sub-groups

2. Facilitator Skill Items - Total Population

In reviewing responses by the total group of respondents to the 82 items, we found 29 items were seen as very important or extremely important by 70% or more of the respondents.

Of significance is the fact that the top 8 items all relate to the career development facilitators' working in a counseling relationship with their clients. Challenging and encouraging clients were seen as following establishment of trusting relationships.

Recognition of the need to refer to another resource and knowledge of those resources ranked highly. The use of assessment in aiding clients was seen as important. Also, the area of helping clients prepare for a job search was ranked highly.

Table 6 lists the top 29 skill items by rank and percentage in descending order.

TABLE 6: TOP 29 SKILL ITEMS - TOTAL POPULATION

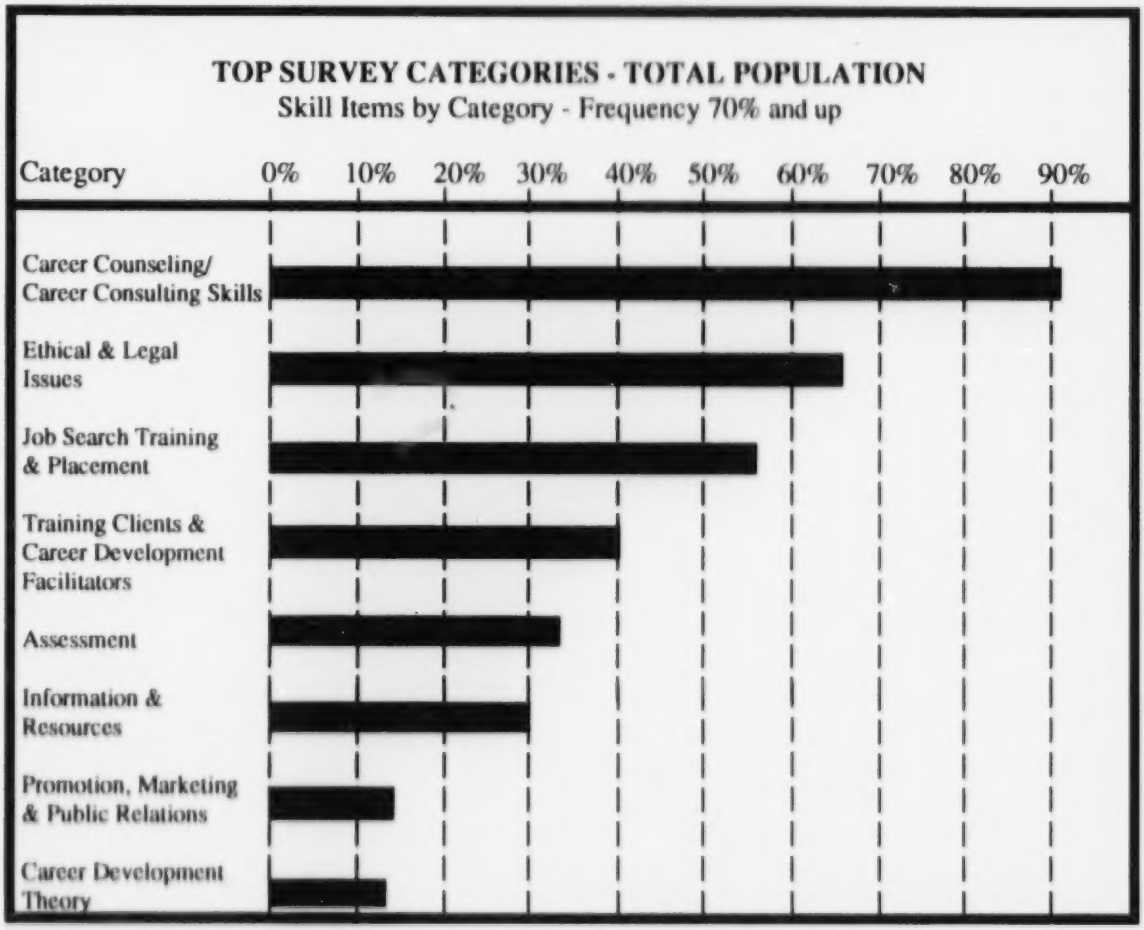
Rank	Survey Item	%
1.	Establishing and maintaining a climate of trust.	94%
2.	Establishing and maintaining productive relationships with clients.	91%
3.	Facilitating clients' career decision-making and goal setting.	90%
4.	Effectively using listening, clarifying, confronting techniques.	89%
5.	Understanding how to support clients through transitions.	87%
6.	Challenging and encouraging clients to take action to prepare for and initiate transitions.	84%
7.	Encouraging clients to acquire skills needed to make career transitions.	84%
8.	Encouraging clients to obtain and understand relevant information and experience.	83%
9.	Recognizing the need to refer clients to appropriate resources.	82%
10.	Matching individual's skills, values, interests, personality to job requirements.	82%
11.	Identifying and understanding clients' progress toward career development goals.	80%
12.	Interpreting or facilitating client's understanding of assessment results.	80%
13.	Knowing community, organizational and professional resources for client referral.	79%
14.	Being customer focused and willing to provide services convenient to clients.	79%
15.	Providing knowledge of a comprehensive job search process.	78%
16.	Coaching clients in effective interviewing skills.	77%
17.	Using instruments/techniques to assess client's interests.	75%
18.	Knowing and applying state and federal statutes related to client confidentiality.	74%
19.	Knowing and applying ethical standards set by relevant professional organizations.	73%
20.	Providing information or sources of information for clients to use in locating potential jobs.	72%
21.	Selecting assessment instruments/techniques appropriate to individual or group.	72%
22.	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	72%
23.	Knowing wide range of education and training resources including sources of financial support.	71%
24.	Identifying career development goals and provide relevant training.	71%
25.	Developing strong presentation skills.	71%
26.	Accessing, understanding and interpreting labor market information/job trends.	70%
27.	Determining appropriate ethical course of action in special situations.	70%
28.	Knowing and understanding current career development theories and models as they apply to adult development.	70%
29.	Assisting clients to develop effective resumes using up-to-date style, format and content.	70%

3. Facilitator Skill Items - Total Population - Categories and Items

The total respondents identified eight of the ten categories as important in performing their jobs. The other two categories had no items that were responded to by 70% of the total respondents. Based on a frequency of 70% response to the total items in a category, the categories in order of highest percentage first, were:

- Career Counseling/Career Consulting Skills
- Ethical and Legal Issues
- Job Search Training and Placement
- Training Clients and Career Development Facilitators
- Assessment
- Information and Resources
- Promotion, Marketing and Public Relations
- Career Development Theory

The chart below illustrates the ranking of skill item categories as indicated by the total population.



As shown in the previous chart, the top ranked category related to importance of skill on the job, as reported by total respondents, focused on counseling skills. These included establishing and maintaining a climate of trust, using listening and clarifying techniques and facilitating decision making and goal setting. Clearly counseling skills are the basis for career development facilitation.

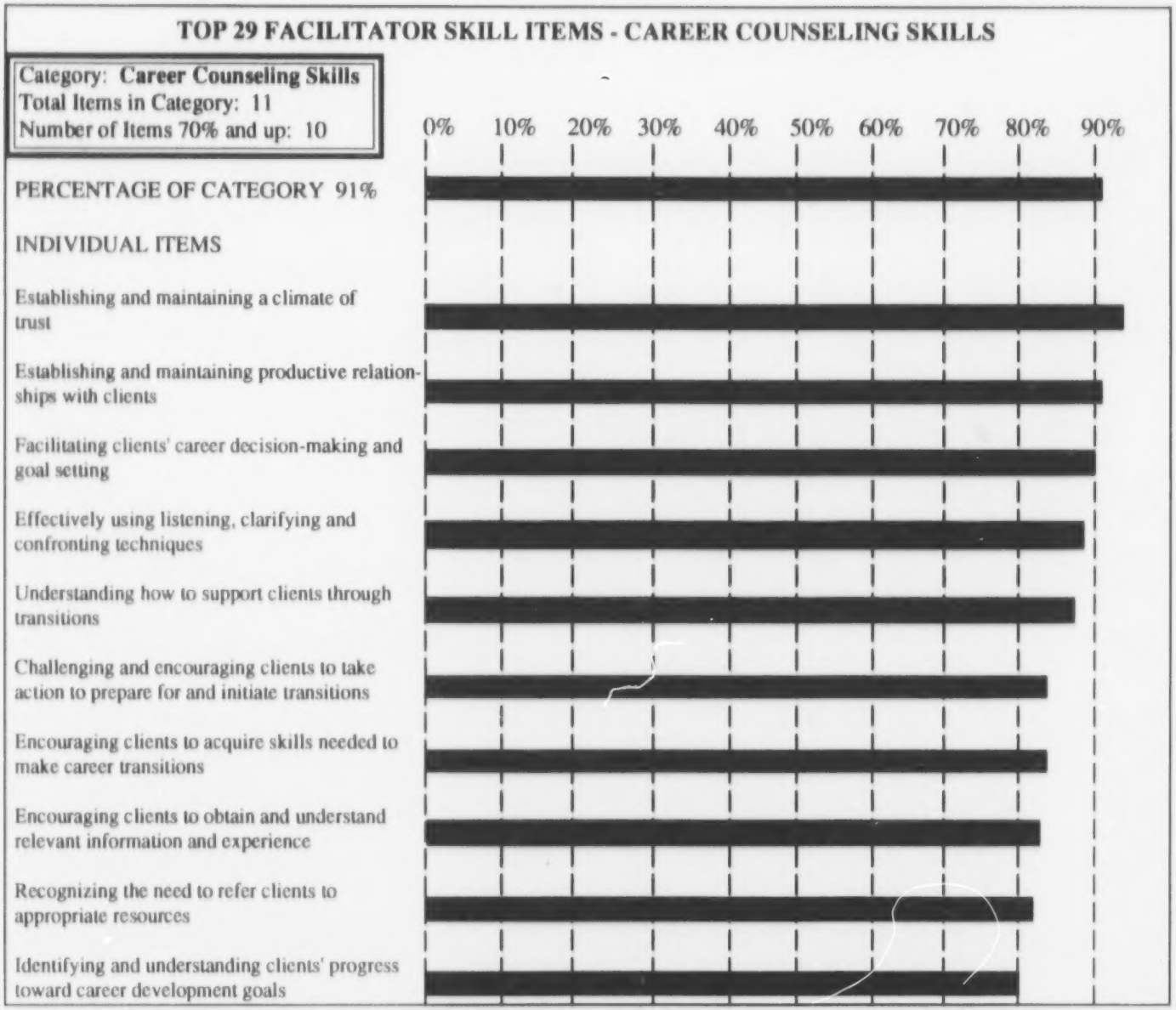
Ethical and legal issues and job search training and placement were also seen as highly important by total respondents, as they related to performance on the job. Knowing current legislative guidelines as related to the Americans with Disabilities Act is a prime example.

With the current emphasis on work force transitions, it is significant that the category of job search training and placement was rated as important. The skills of providing knowledge of a comprehensive job search process, coaching clients in effective interviewing skills, and assisting clients to develop effective resumes stand out as essential.

The following eight charts list the skill items, by category, that were considered important by the respondents.

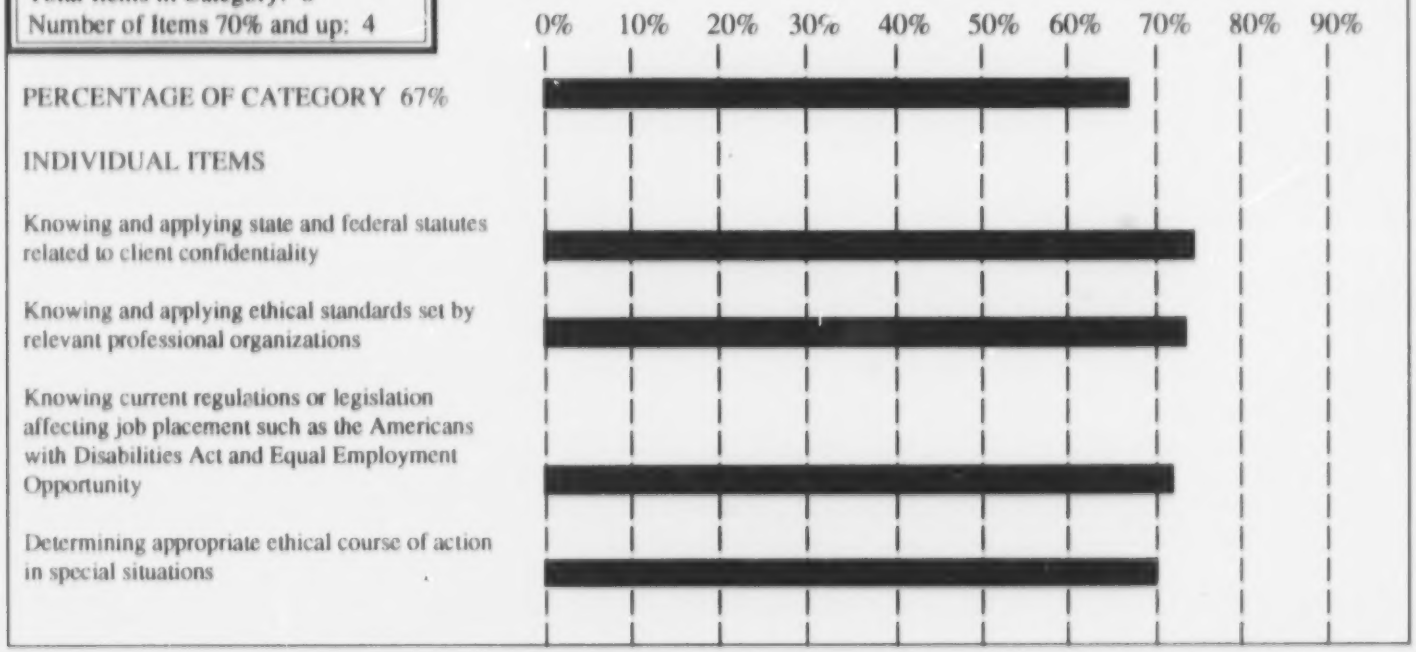
TOP 29 FACILITATOR SKILL ITEMS - CAREER COUNSELING SKILLS

Category: **Career Counseling Skills**
Total Items in Category: 11
Number of Items 70% and up: 10


0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
PERCENTAGE OF CATEGORY 91%
INDIVIDUAL ITEMS
Establishing and maintaining a climate of trust
Establishing and maintaining productive relationships with clients
Facilitating clients' career decision-making and goal setting
Effectively using listening, clarifying and confronting techniques
Understanding how to support clients through transitions
Challenging and encouraging clients to take action to prepare for and initiate transitions
Encouraging clients to acquire skills needed to make career transitions
Encouraging clients to obtain and understand relevant information and experience
Recognizing the need to refer clients to appropriate resources
Identifying and understanding clients' progress toward career development goals

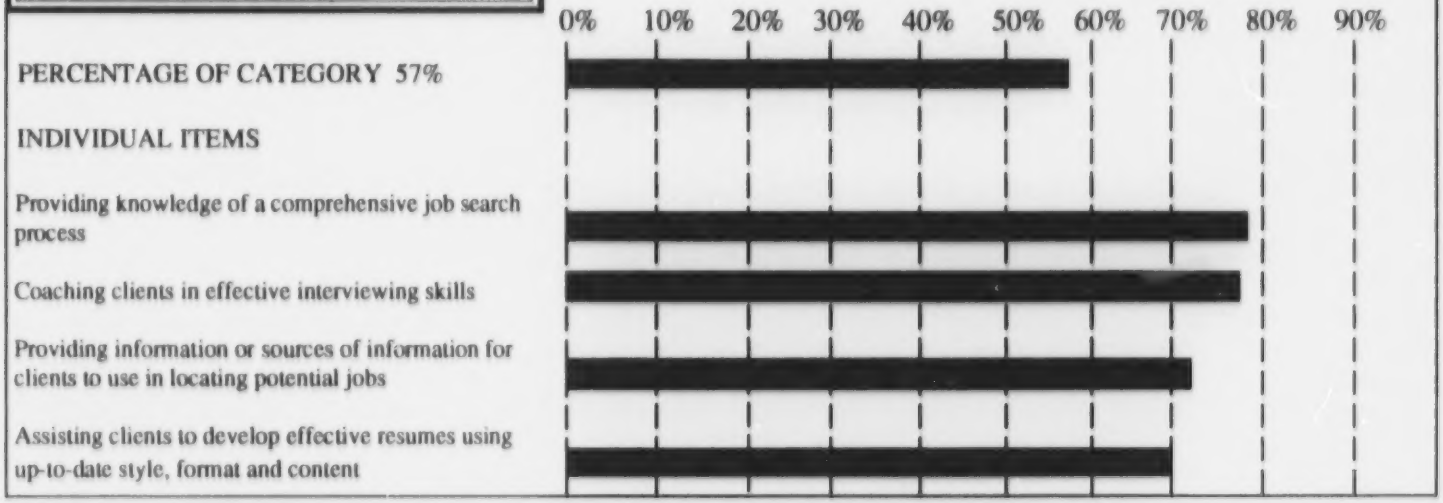
TOP 29 FACILITATOR SKILL ITEMS - ETHICAL & LEGAL ISSUES

Category: **Ethical & Legal Issues**
Total Items in Category: 6
Number of Items 70% and up: 4


0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
PERCENTAGE OF CATEGORY 67%
INDIVIDUAL ITEMS
Knowing and applying state and federal statutes related to client confidentiality
Knowing and applying ethical standards set by relevant professional organizations
Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
Determining appropriate ethical course of action in special situations

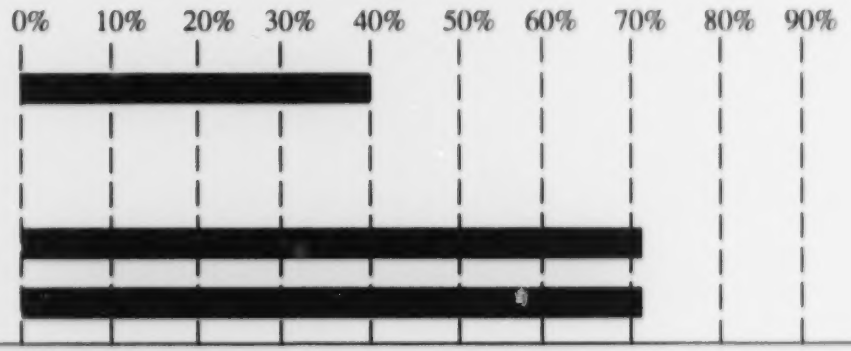
TOP 29 FACILITATOR SKILL ITEMS - JOB SEARCH TRAINING & PLACEMENT

Category: **Job Search Training & Placement**
Total Items in Category: 7
Number of Items 70% and up: 4



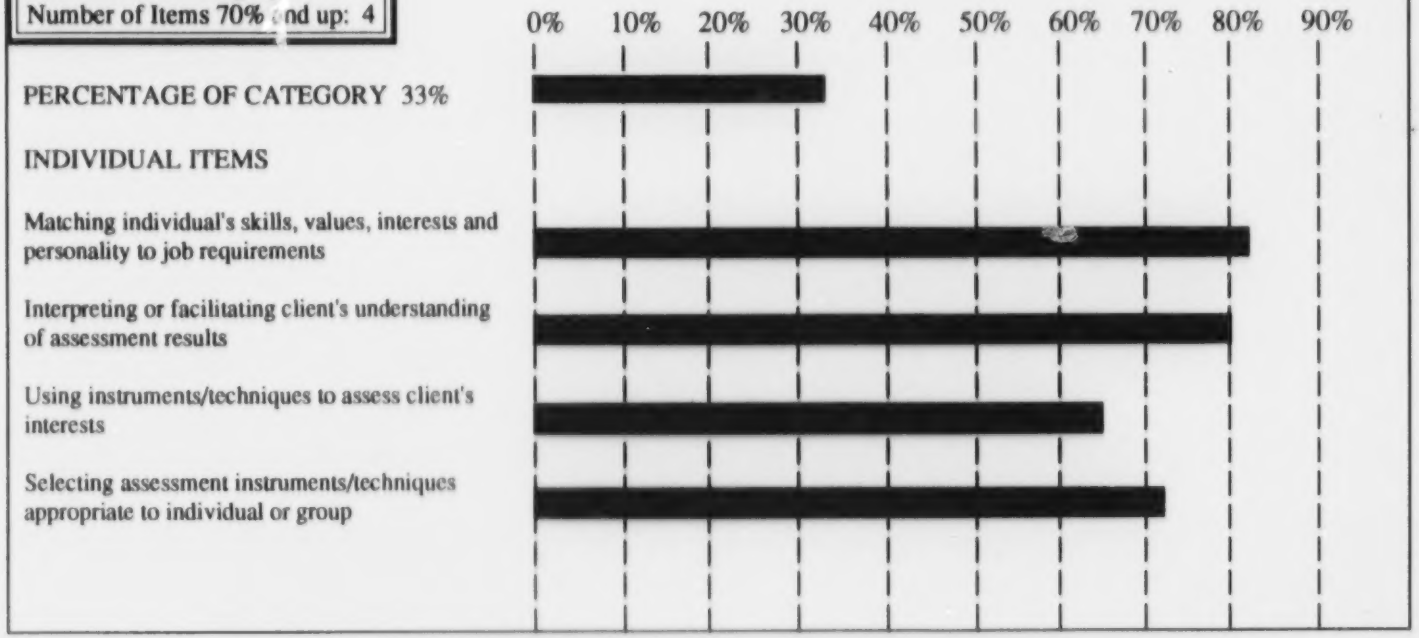
TOP 29 FACILITATOR SKILL ITEMS - TRAINING CLIENTS & CAREER DEVELOPMENT FACILITATORS

Category: **Training Clients & Other Career Development Facilitators**
Total Items in Category: 5
Number of Items 70% and up: 2



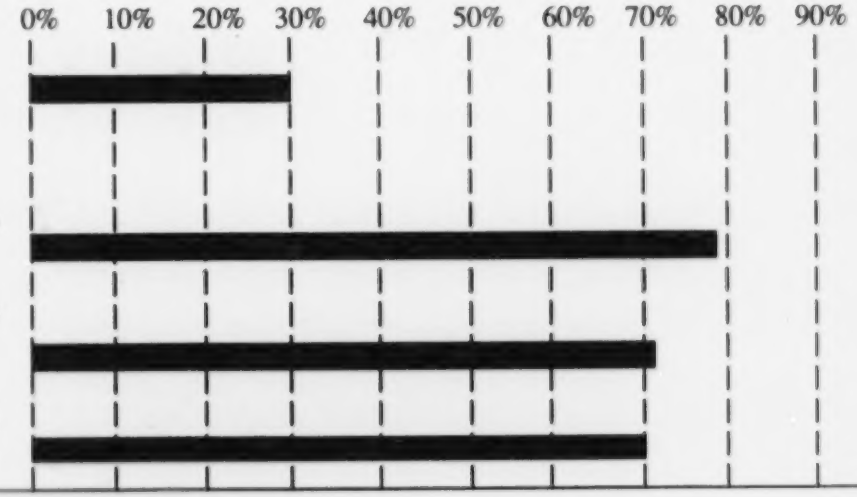
TOP 29 FACILITATOR SKILL ITEMS - ASSESSMENT

Category: **Assessment**
Total Items in Category: 12
Number of Items 70% and up: 4



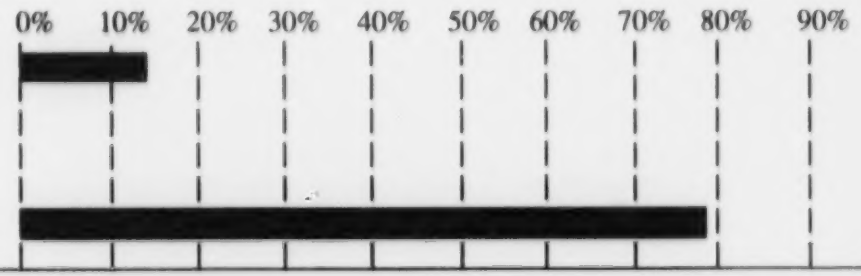
TOP 29 FACILITATOR SKILL ITEMS - INFORMATION & RESOURCES

Category: **Information & Resources**
Total Items in Category: 10
Number of Items 70% and up: 3



TOP 29 FACILITATOR SKILL ITEMS - PROMOTION, MARKETING & PUBLIC RELATIONS

Category: **Promotion, Marketing & Public Relations**
Total Items in Category: 7
Number of Items 70% and up: 1



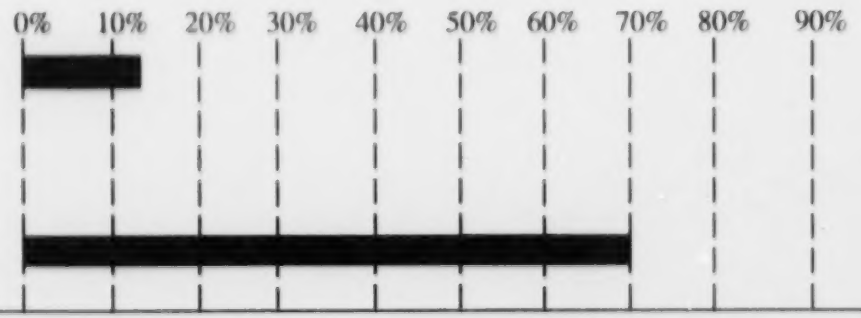
PERCENTAGE OF CATEGORY 14%

INDIVIDUAL ITEMS

Being customer focused and willing to provide services convenient to clients

TOP 29 FACILITATOR SKILL ITEMS BY CATEGORY - CAREER DEVELOPMENT THEORY

Category: **Career Development Theory**
Total Items in Category: 8
Number of Items 70% and up: 1



PERCENTAGE OF CATEGORY 13%

INDIVIDUAL ITEMS

Knowing and understanding current career development theories and models as they apply to adult development

4. Facilitator Skill Items - Sub-groups

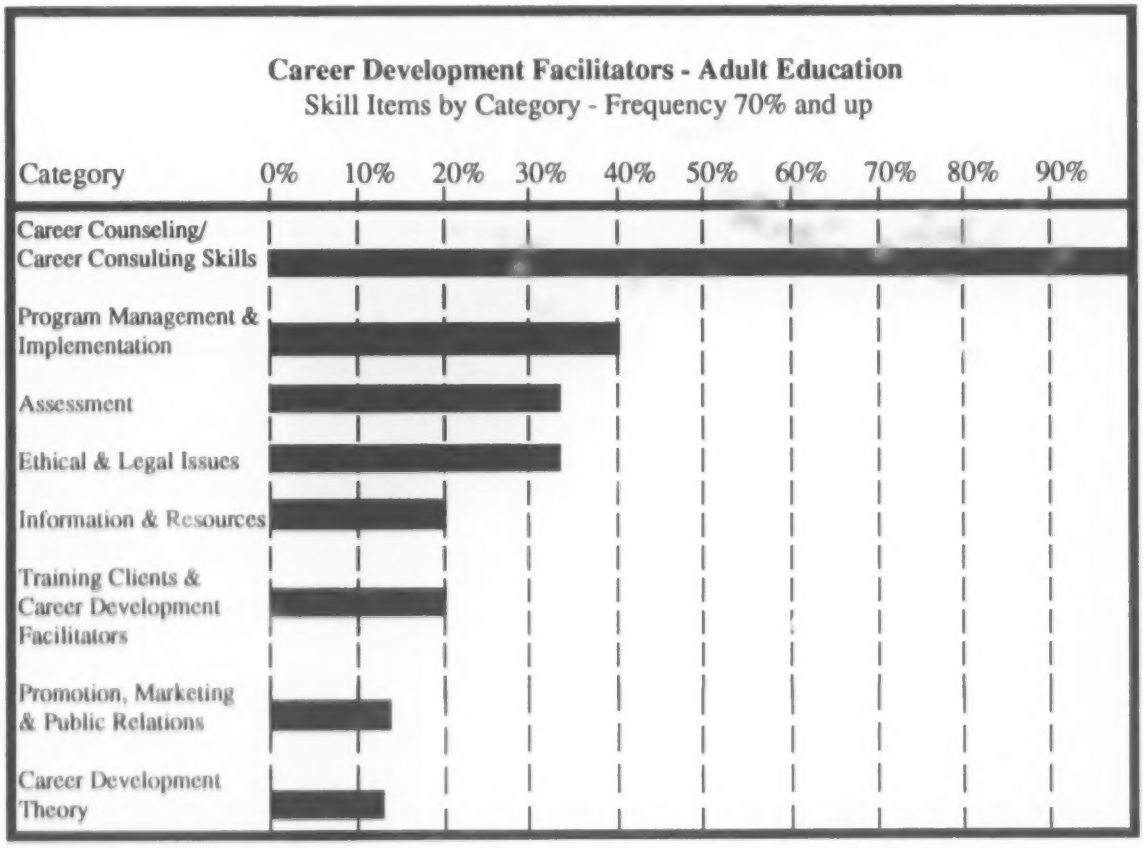
Skill categories were also reviewed by sub-groups. Career counseling skills rated very highly (over 90%) across all groups. The special populations category was seen as highly important (over 60%) by career development facilitators in college/university, community agency, community college and JTPA settings.

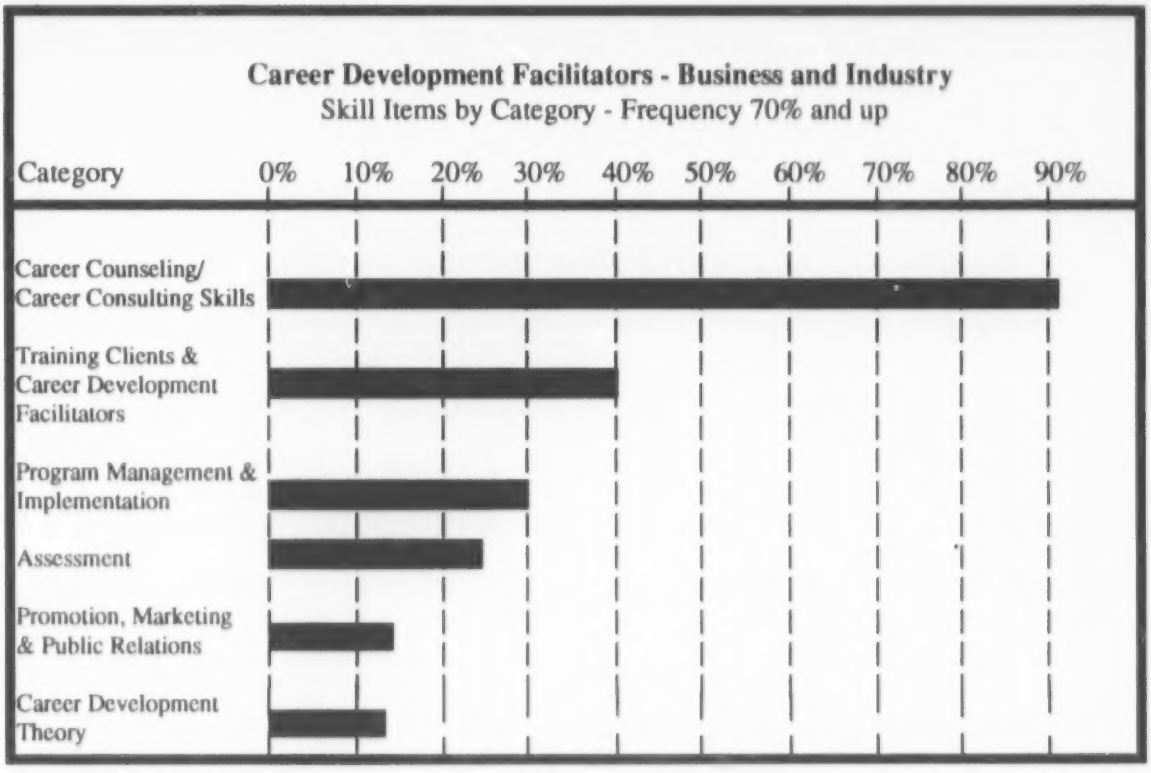
The assessment category rated highly (over 55%) in educational settings - Trade and technical schools, college/university, community college and in community agencies, JTPA and private practice.

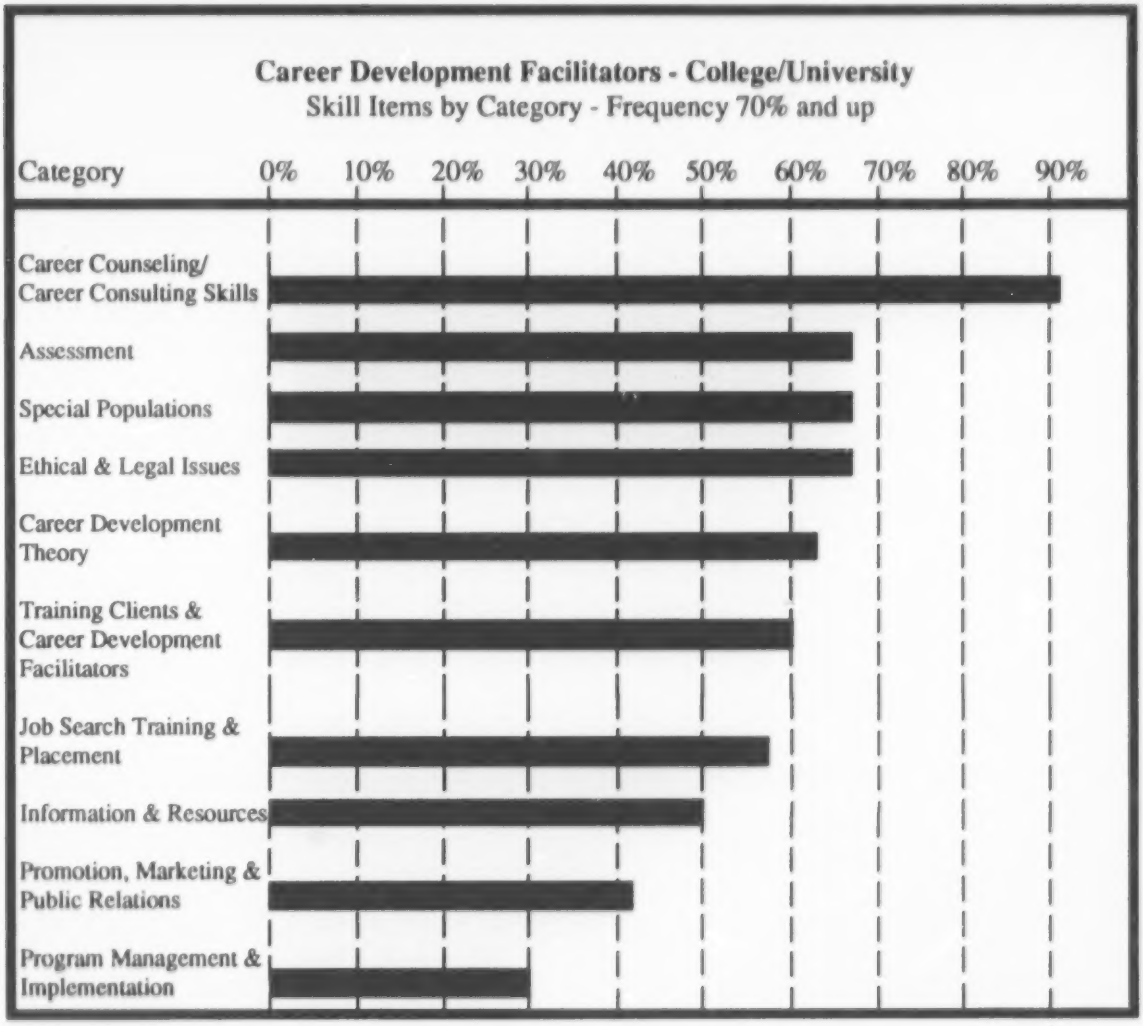
Once again, it can be seen that the setting or sub-group is most important in the formulation and provision of career development programs as they relate to the populations served.

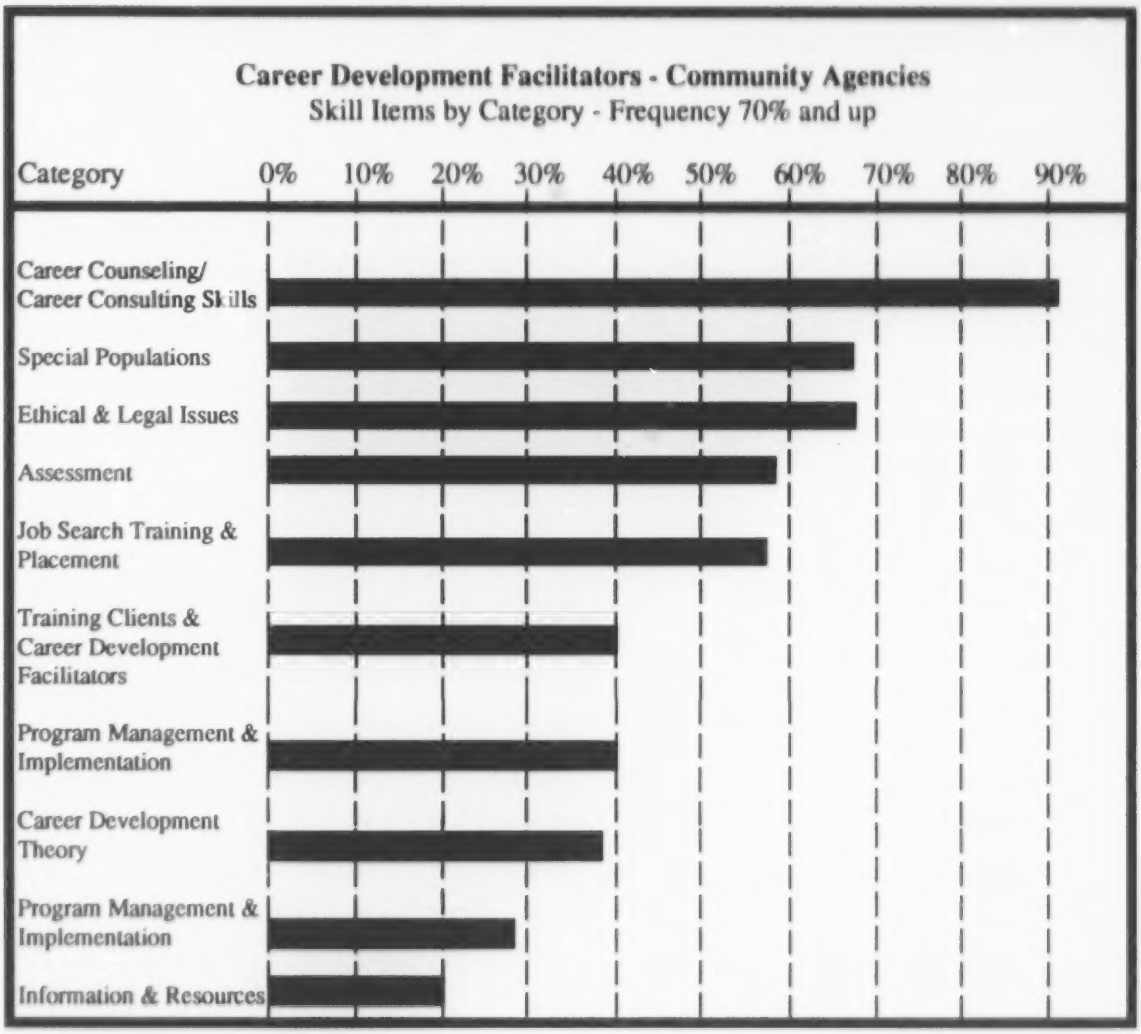
The following 11 charts provide the category ratings by sub-groups.

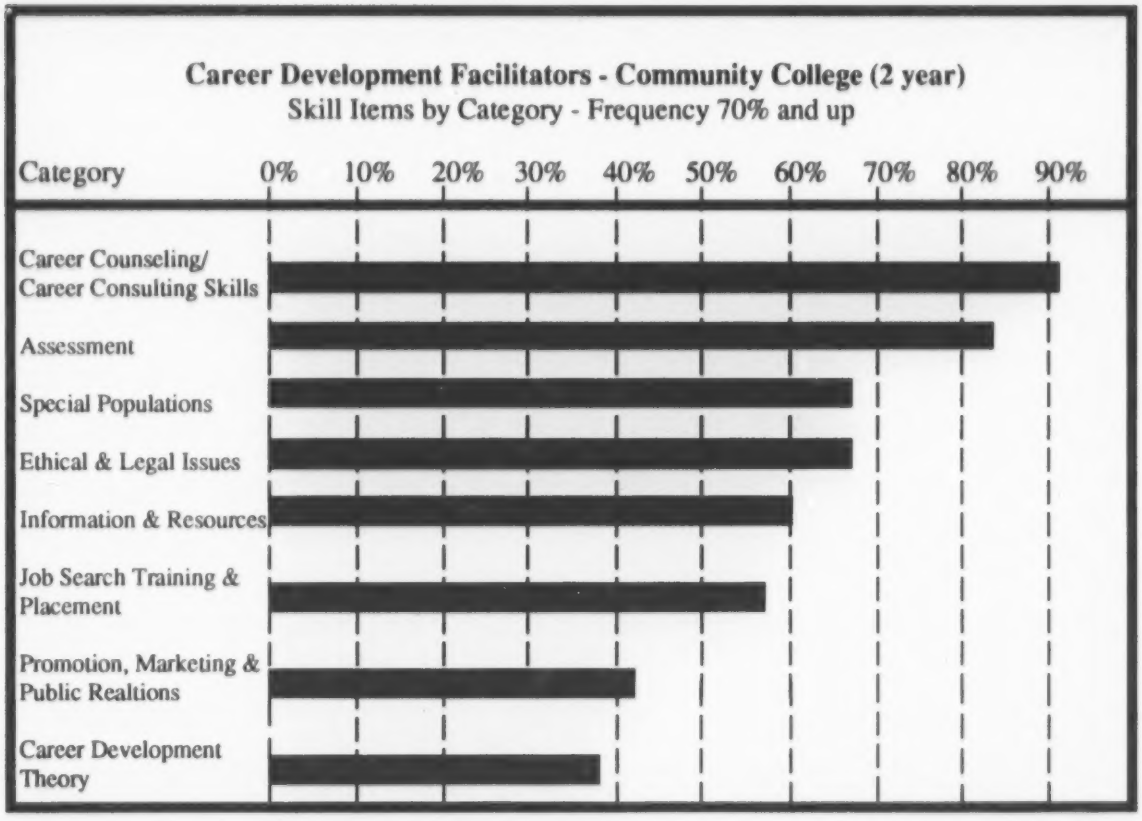
A list of the facilitator skill items by sub-group is included in Appendix G.

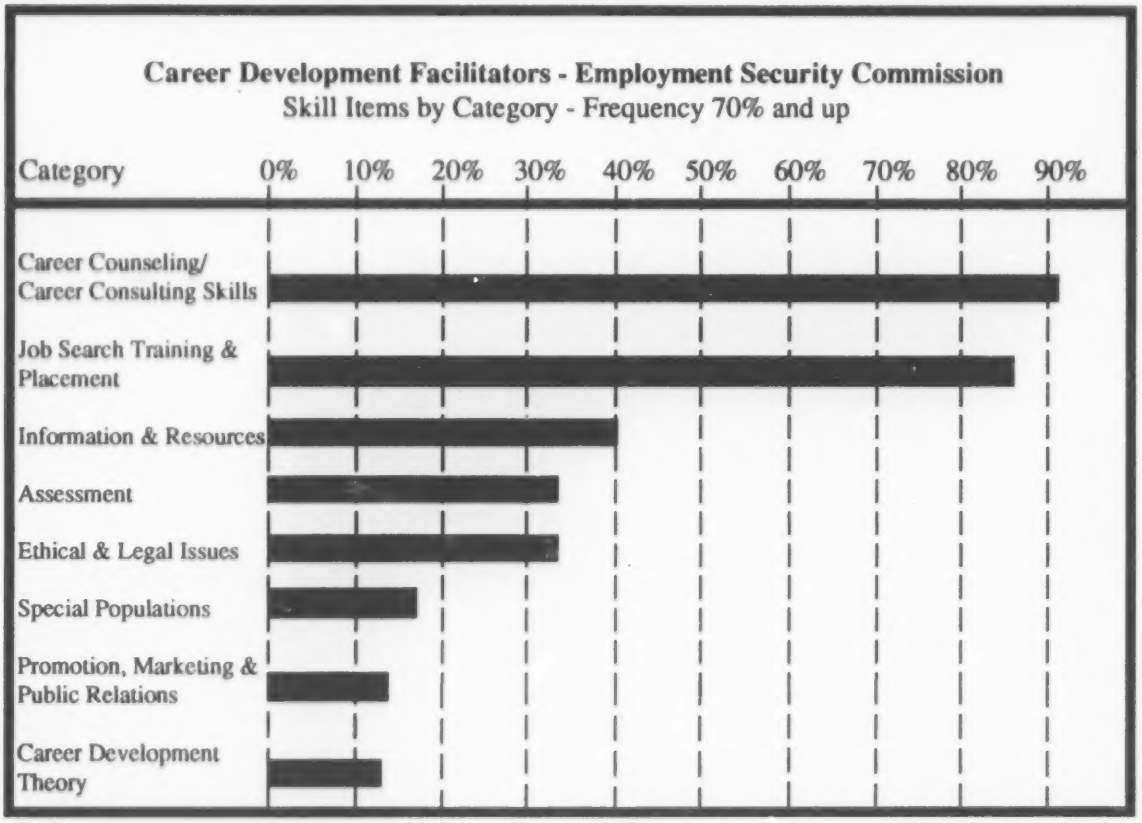


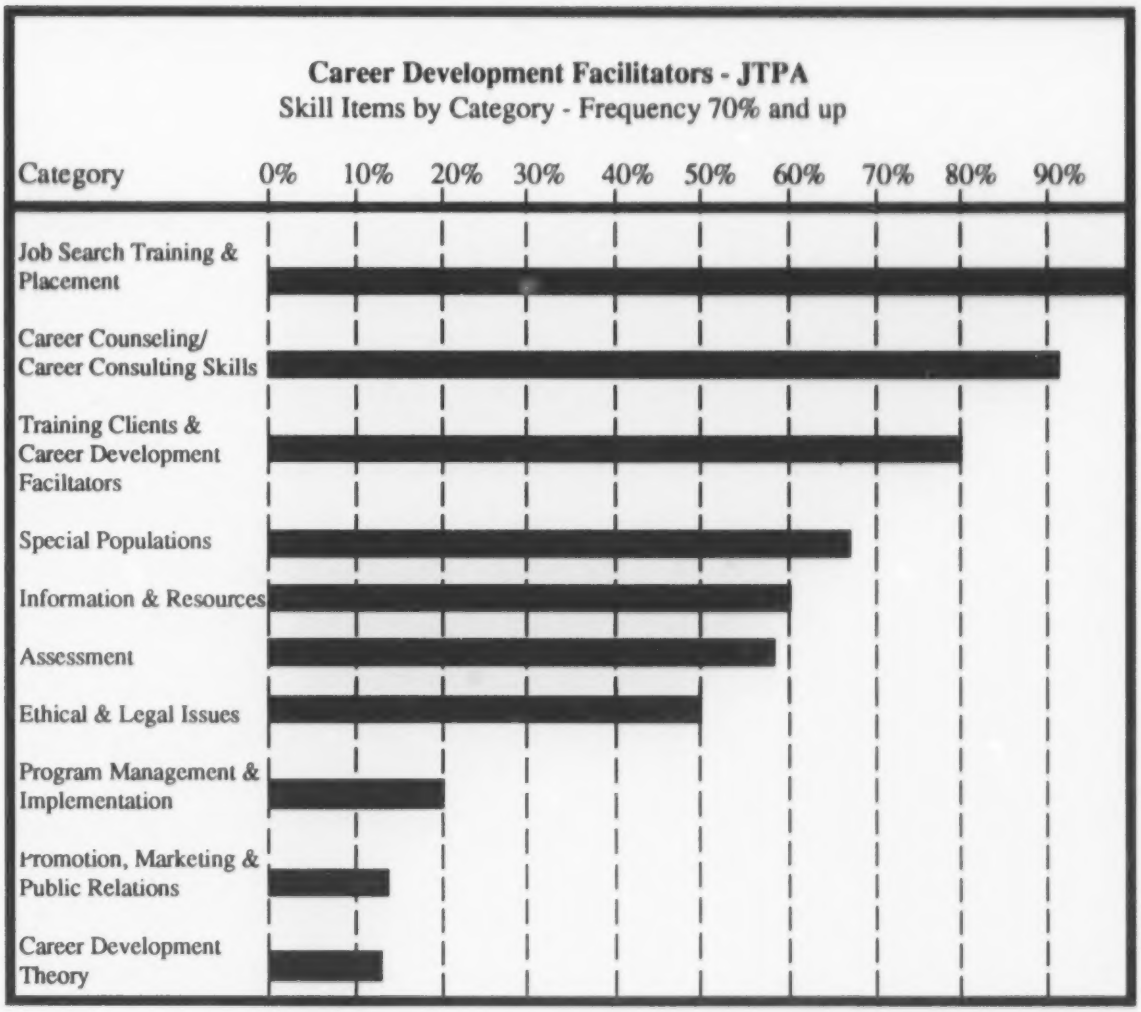

Career Development Facilitators - Business and Industry
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Training Clients & Career Development Facilitators
Program Management & Implementation
Assessment
Promotion, Marketing & Public Relations
Career Development Theory


Career Development Facilitators - College/University
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Assessment
Special Populations
Ethical & Legal Issues
Career Development Theory
Training Clients & Career Development Facilitators
Job Search Training & Placement
Information & Resources
Promotion, Marketing & Public Relations
Program Management & Implementation

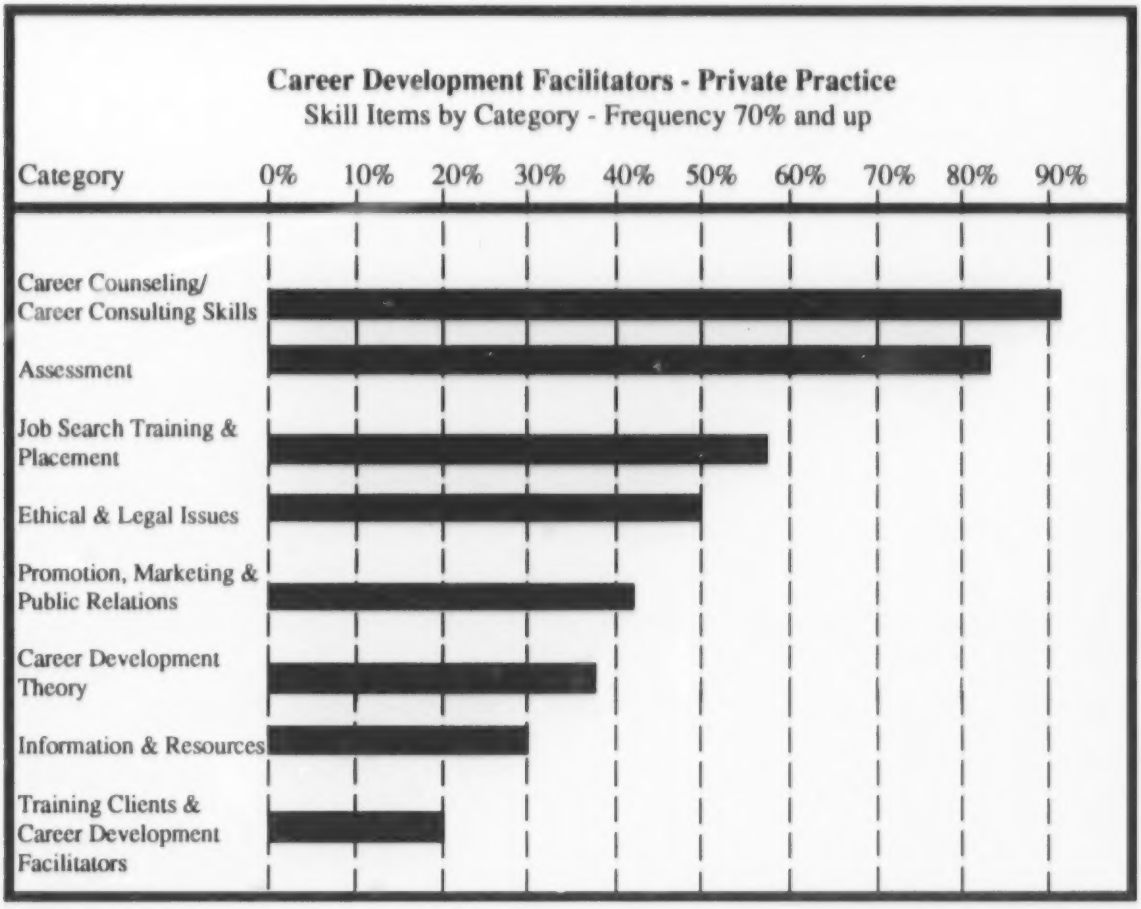

Career Development Facilitators - Community Agencies
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Special Populations
Ethical & Legal Issues
Assessment
Job Search Training & Placement
Training Clients & Career Development Facilitators
Program Management & Implementation
Career Development Theory
Program Management & Implementation
Information & Resources

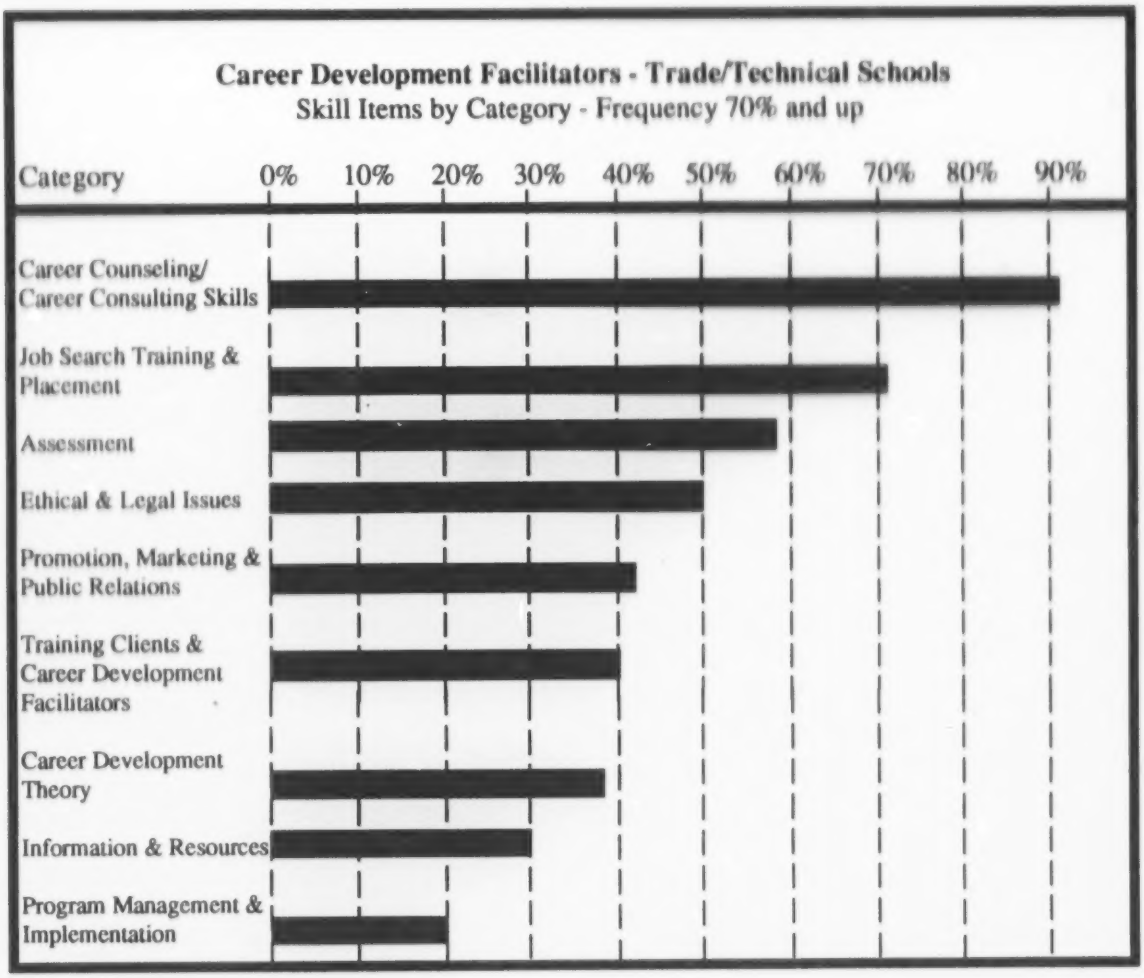

Career Development Facilitators - Community College (2 year)
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Assessment
Special Populations
Ethical & Legal Issues
Information & Resources
Job Search Training & Placement
Promotion, Marketing & Public Realtions
Career Development Theory

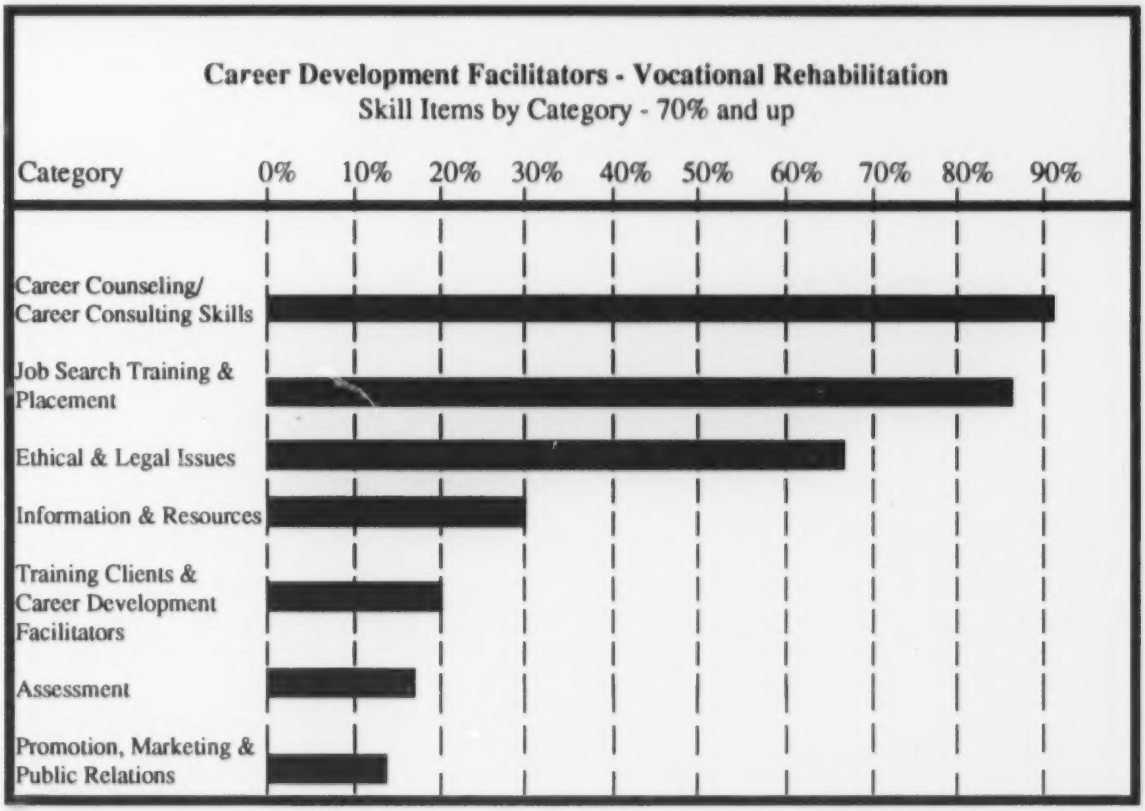

Career Development Facilitators - Employment Security Commission
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Job Search Training & Placement
Information & Resources
Assessment
Ethical & Legal Issues
Special Populations
Promotion, Marketing & Public Relations
Career Development Theory


Career Development Facilitators - JTPA
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Job Search Training & Placement
Career Counseling/ Career Consulting Skills
Training Clients & Career Development Facilitators
Special Populations
Information & Resources
Assessment
Ethical & Legal Issues
Program Management & Implementation
Promotion, Marketing & Public Relations
Career Development Theory

Career Development Facilitators - Military
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Training Clients & Career Development Facilitators
Career Counseling/ Career Consulting Skills
Promotion, Marketing & Public Relations
Information & Resources
Program Management & Implementation
Career Development Theory
Job Search Training & Placement
Assessment
Special Populations


Career Development Facilitators - Private Practice
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Assessment
Job Search Training & Placement
Ethical & Legal Issues
Promotion, Marketing & Public Relations
Career Development Theory
Information & Resources
Training Clients & Career Development Facilitators


Career Development Facilitators - Trade/Technical Schools
Skill Items by Category - Frequency 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Job Search Training & Placement
Assessment
Ethical & Legal Issues
Promotion, Marketing & Public Relations
Training Clients & Career Development Facilitators
Career Development Theory
Information & Resources
Program Management & Implementation


Career Development Facilitators - Vocational Rehabilitation
Skill Items by Category - 70% and up
Category
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Career Counseling/ Career Consulting Skills
Job Search Training & Placement
Ethical & Legal Issues
Information & Resources
Training Clients & Career Development Facilitators
Assessment
Promotion, Marketing & Public Relations

E. NCDA SKILL ITEMS

1. Procedures

The results reported in this section are based on a different method of reviewing the data as to importance of response as compared to the training topic item analysis.

Rather than using items with a 22% or higher response rate, we identified items that were marked as very important or extremely important to the effective performance of their job by 70% of the respondents. This is similar to our previous analysis of all 82 items in the preceding section.

However, only 45 of the total 82 survey items were analyzed in this review, as those 45 directly related to listed NCDA competency items (See Appendix E).

The NCDA competency items with a response of 70% and up are reported by:

a. Total Population of Respondents
b. NCDA Competency Areas and Items
c. Sub-groups

Only five of the ten NCDA competency areas had items with a 70% response rate, with **the exception of supervision which had 100% response rate based on only one item. As the response was only to one item, supervision is not included in the charts.** The supervision chart is included in Appendix I. The other four categories that were not included were: Program management and implementation, consultation, research and evaluation and special populations.

2. NCDA Skill Items - Total Population

Nineteen of the 45 NCDA survey items were seen as very important or extremely important by 70% or more of the respondents.

As reported in the previous section in reviewing all items, the counseling relationship and counseling skills are ranked most highly. They are reflected in the top five ranked items.

The area of referral of clients to appropriate resources seems important, as seen in these items being ranked highly - sixth and ninth. Assessment use and knowledge of ethical and legal issues are also ranked highly - similar to the responses to all 82 items. It appears that the NCDA competency items relate highly to job performance skills.

Table 7 lists the top 19 NCDA skill items by rank and percentage in descending order.

TABLE 7: TOP 19 NCDA SKILL ITEMS - TOTAL POPULATION

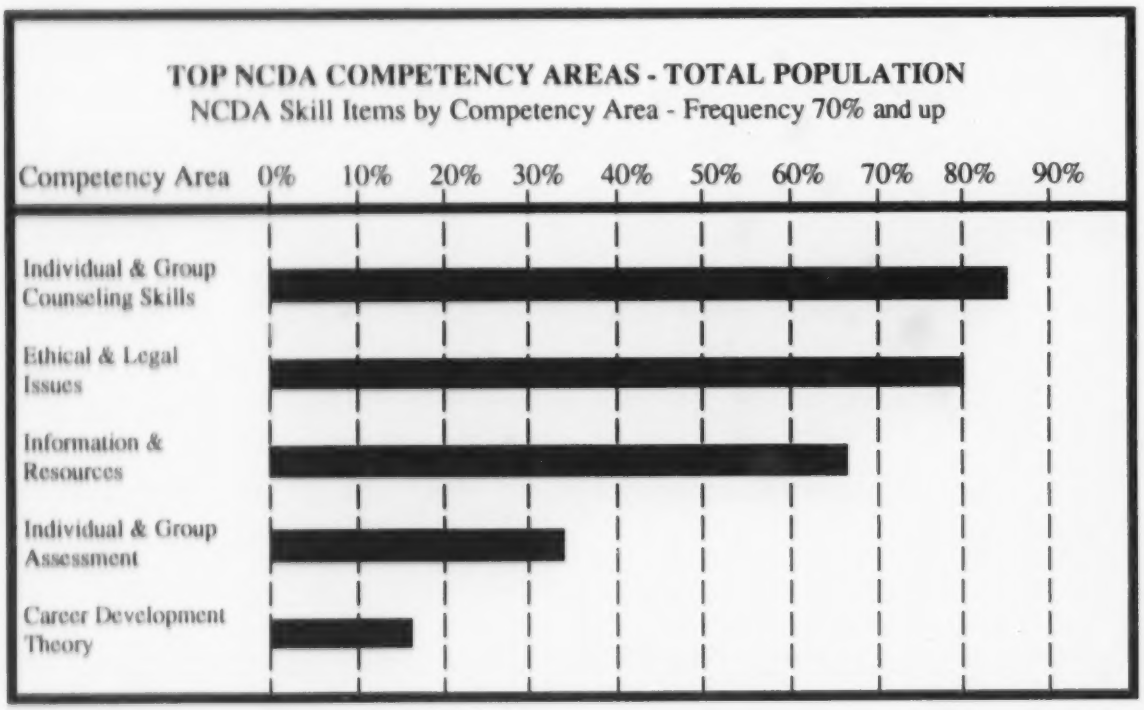
Rank	Survey Item	%
1.	Establishing and maintaining productive relationships with clients.	91%
2.	Facilitating clients' career decision-making and g[illegible]l setting.	90%
3.	Challenging and encouraging clients to take action to prepare for and initiate transitions.	84%
4.	Encouraging clients to acquire skills needed to make career transitions.	84%
5.	Encouraging clients to obtain and understand relevant information and experience.	83%
6.	Recognizing the need to refer clients to appropriate resources.	82%
7.	Identifying and understanding clients' progress toward career development goals.	80%
8.	Interpreting or facilitating client's understanding of assessment results.	80%
9.	Knowing community, organizational and professional resources for client referral.	79%
10.	Using instruments/techniques to assess client's interests.	75%
11.	Knowing and applying state and federal statutes related to client confidentiality.	74%
12.	Knowing and applying ethical standards set by relevant professional organizations.	73%
13.	Providing information or sources of information for clients to use in locating potential jobs.	72%
14.	Selecting assessment instruments/techniques appropriate to individual or group.	72%
15.	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	72%
16.	Knowing wide range of education and training resources including sources of financial support.	71%
17.	Accessing, understanding and interpreting labor market information/job trends.	70%
18.	Determining appropriate ethical course of action in special situations.	70%
19.	Knowing and understanding current career development theories and models as they apply to adult development.	70%

3. NCDA Skill Items - Total Population - Competency Areas and Items

The top five NCDA competency areas included items with a 70% response rate. The most highly rated area was individual and group counseling skills where 85% of the 45 NCDA items were marked very important or extremely important. Once again, we see the need for basic counseling skills.

The areas of ethical and legal issues and information and resources had over 60% of their items marked as very or extremely important.

The chart below illustrates the ranking of NCDA skill item competency areas as indicated by the total population.



Six of the seven items from the NCDA counseling skills competency area had responses of 80% or more. Most significant were the items related to establishing and maintaining productive client relationships and facilitating client career decision making and goal setting.

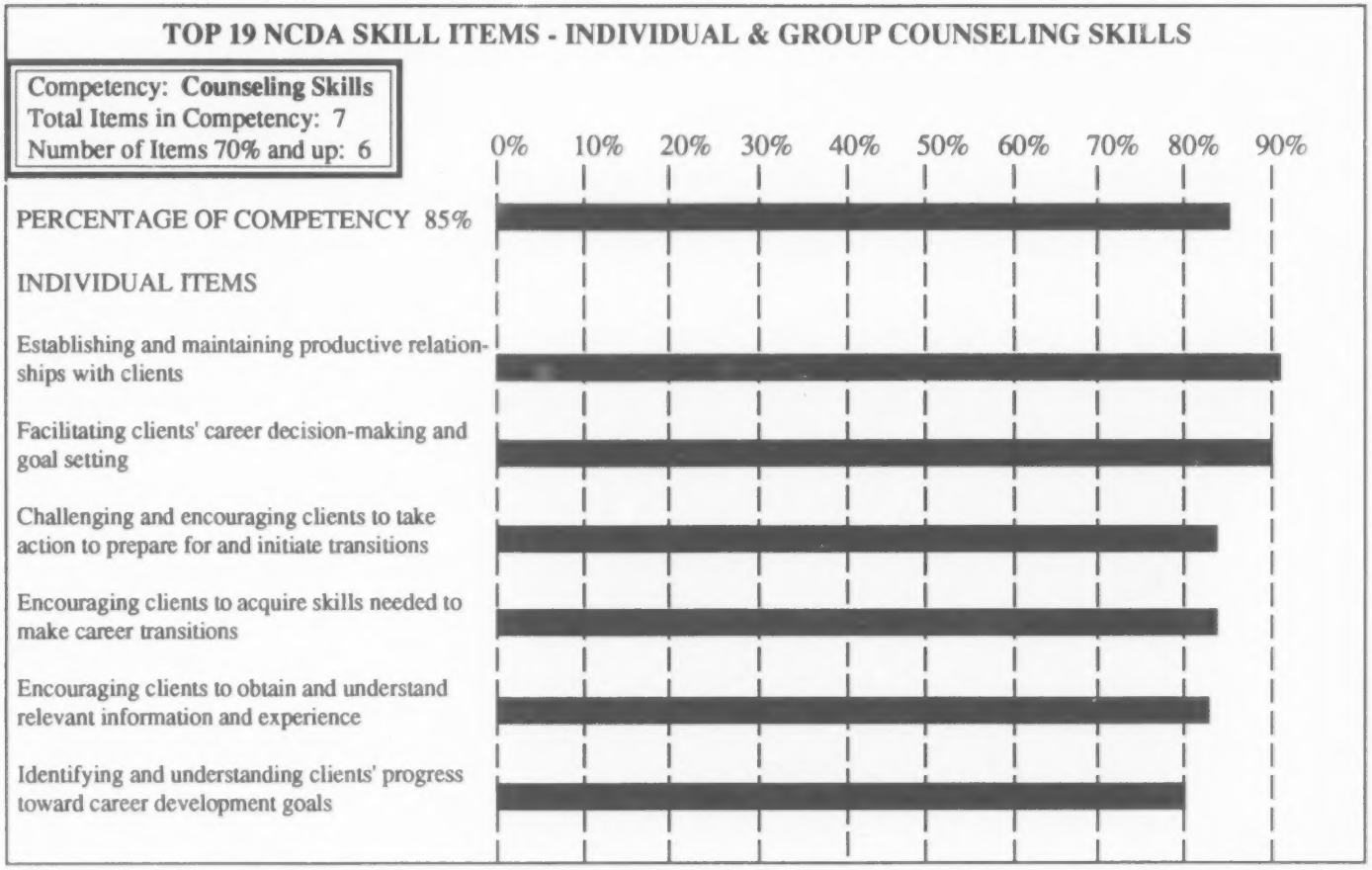
Knowing current regulations, statutes and legislation is seen as very or extremely important by over 70% of the respondents to the NCDA items. Ethical standards and ethical courses of action are also recognized as important to the career development facilitator.

Over 70% of the respondents to the NCDA items saw knowledge of informational resources, including educational, training and financial aid opportunities, as very or extremely important. Labor market information and job hunting resources were also seen as areas of significance by the respondents.

Noteworthy in the responses to items in the NCDA skill competency area of assessment was the recognition that selecting, using and interpreting appropriate assessment instruments was seen as very or extremely important by over 70% of the respondents.

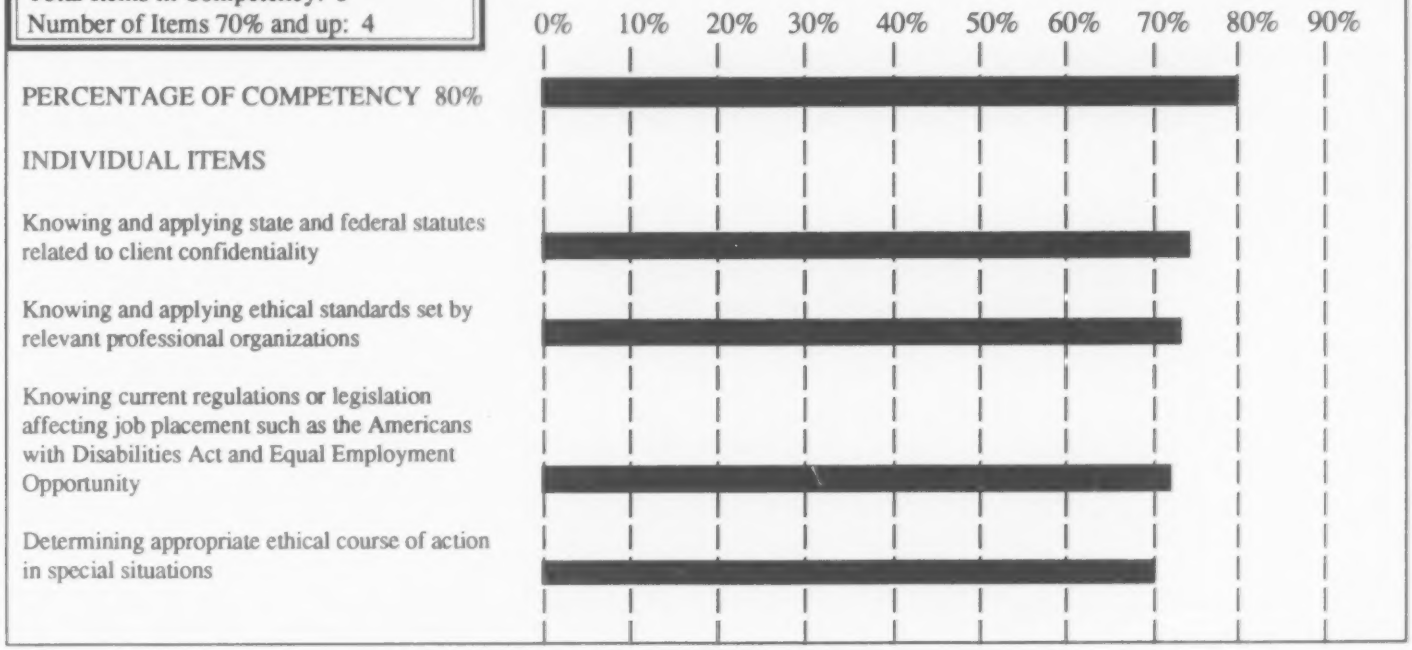
Only one of the six items in the NCDA competency area of career development theory was seen as very or extremely important by 70% of the respondents. It is important to note that this item related career development theories as they apply to adult development.

Significant NCDA skill items, by NCDA competency area, are provided in the following five charts.


TOP 19 NCDA SKILL ITEMS - INDIVIDUAL & GROUP COUNSELING SKILLS
Competency: Counseling Skills
Total Items in Competency: 7
Number of Items 70% and up: 6
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
PERCENTAGE OF COMPETENCY 85%
INDIVIDUAL ITEMS
Establishing and maintaining productive relationships with clients
Facilitating clients' career decision-making and goal setting
Challenging and encouraging clients to take action to prepare for and initiate transitions
Encouraging clients to acquire skills needed to make career transitions
Encouraging clients to obtain and understand relevant information and experience
Identifying and understanding clients' progress toward career development goals

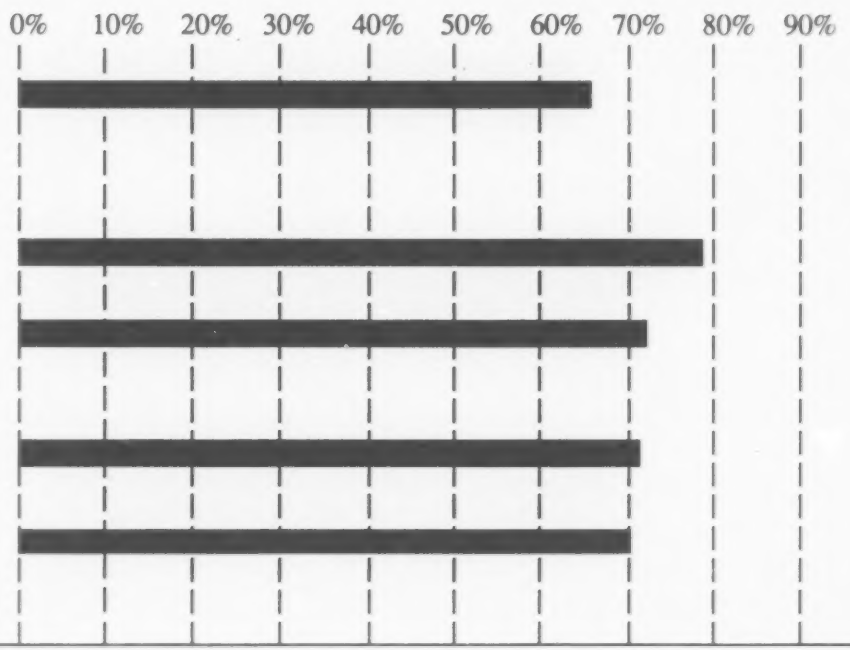
TOP 19 NCDA SKILL ITEMS - ETHICAL & LEGAL ISSUES

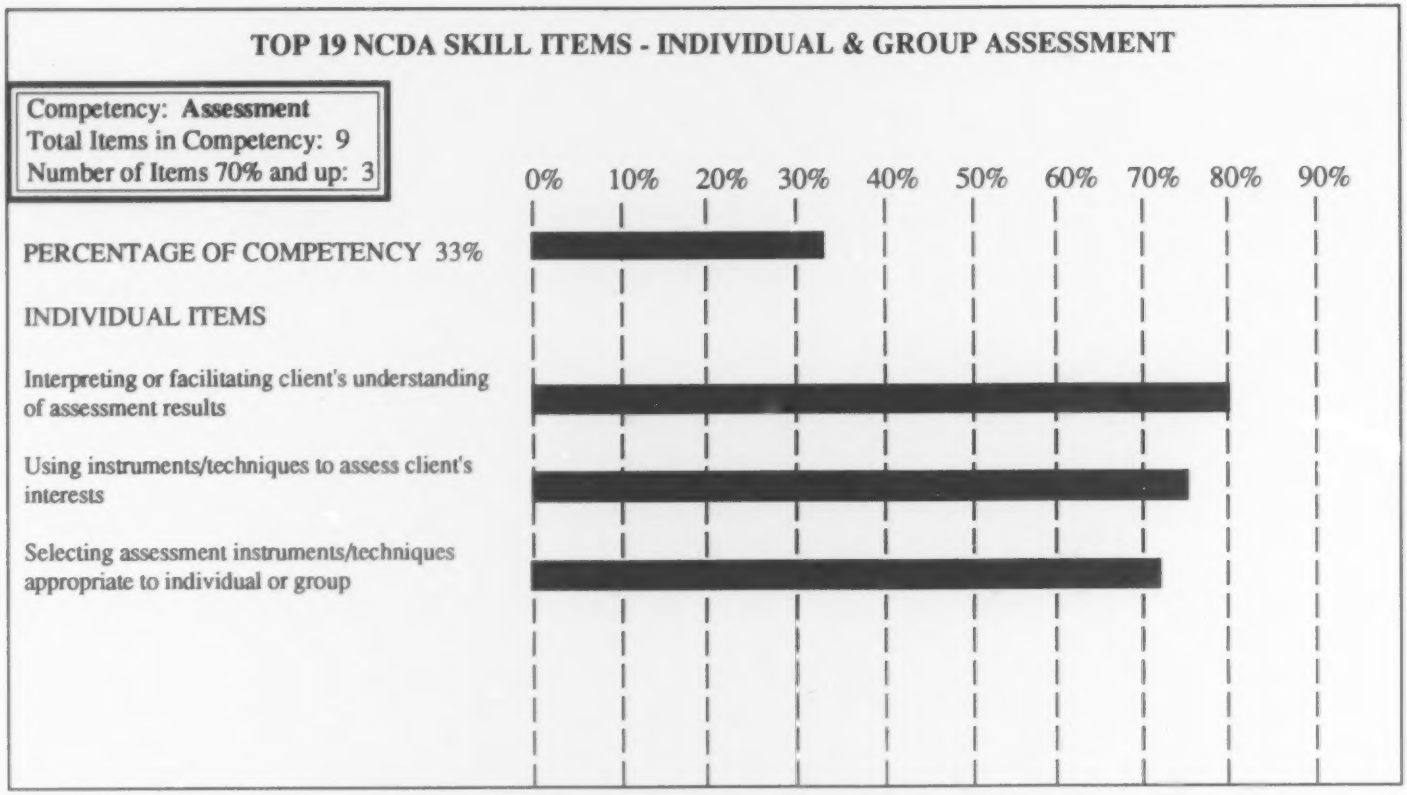
Competency: **Ethical & Legal Issues**
Total Items in Competency: 5
Number of Items 70% and up: 4


0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
PERCENTAGE OF COMPETENCY 80%
INDIVIDUAL ITEMS
Knowing and applying state and federal statutes related to client confidentiality
Knowing and applying ethical standards set by relevant professional organizations
Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
Determining appropriate ethical course of action in special situations

TOP 19 NCDA SKILL ITEMS - INFORMATION & RESOURCES

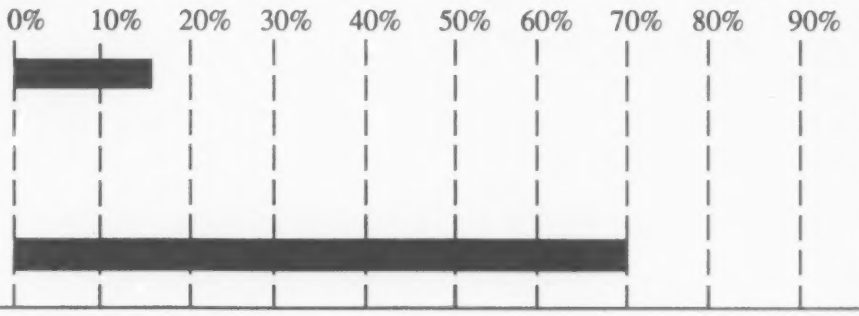
Competency: **Information & Resources**
Total Items in Competency: 6
Number of Items 70% and up: 4




TOP 19 NCDA SKILL ITEMS - INDIVIDUAL & GROUP ASSESSMENT
Competency: Assessment
Total Items in Competency: 9
Number of Items 70% and up: 3
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
PERCENTAGE OF COMPETENCY 33%
INDIVIDUAL ITEMS
Interpreting or facilitating client's understanding of assessment results
Using instruments/techniques to assess client's interests
Selecting assessment instruments/techniques appropriate to individual or group

TOP 19 NCDA SKILL ITEMS - CAREER DEVELOPMENT THEORY

Competency: **Career Development Theory**
Total Items in Competency: 6
Number of Items 70% and up: 1



PERCENTAGE OF COMPETENCY 16%

INDIVIDUAL ITEMS

Knowing and understanding current career development theories and models as they apply to adult development

4. NCDA Skill Items - Sub-groups

Responses to the NCDA items varied according to the sub-group of respondents.

It is apparent that individual and group counseling skills are extremely important to career development facilitators in adult education, business and industry, college/university, community agencies, community college, employment security commission offices, private practice and vocational rehabilitation, as this competency area ranked first in importance to all of these groups.

Program management and implementation ranked of most importance to career development facilitators in JTPA, military and trade/technical school settings. In these three groups, individual and group counseling skills ranked second.

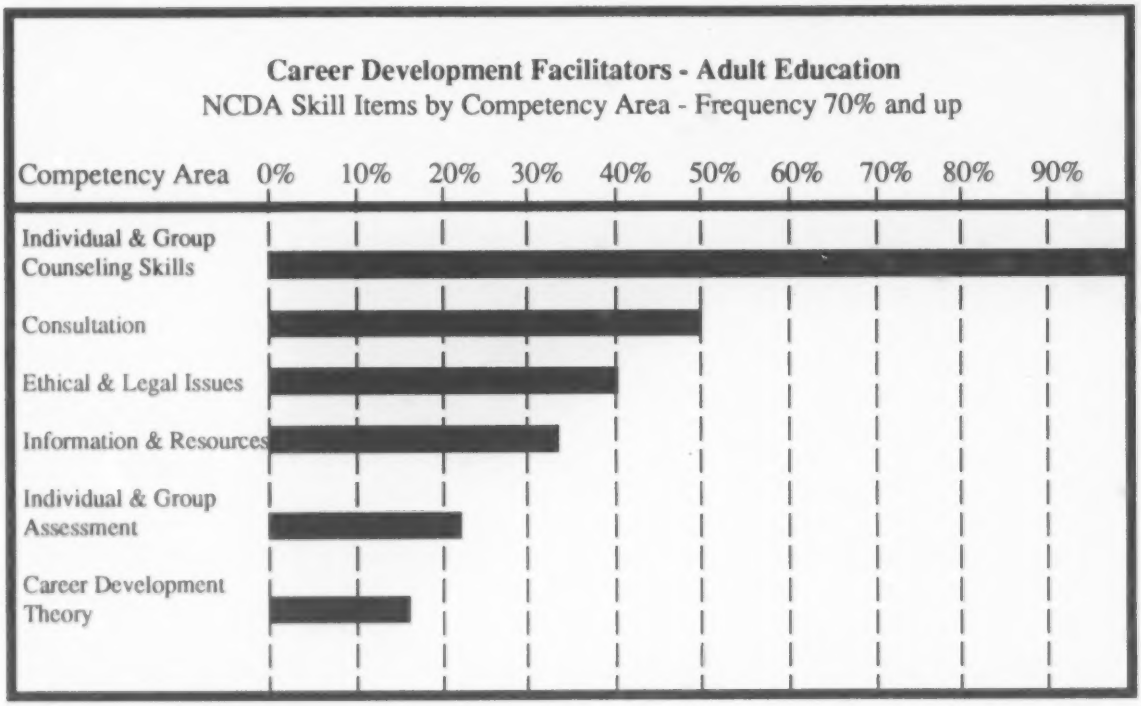
Ethical and legal issues ranked second in importance to those in college/university, community agencies and vocational rehabilitation and third in adult education, community college and employment security commissions.

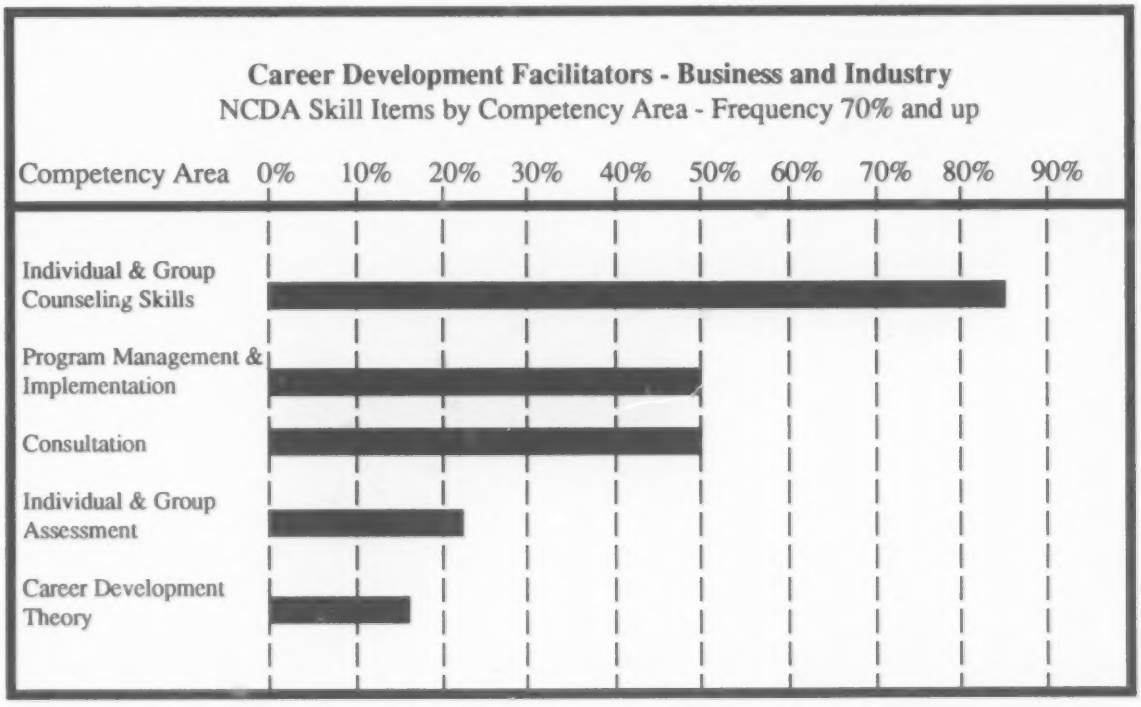
Information and resources ranked highly, as over 60% of the items were seen as very important or extremely important, to career development facilitators in adult education, college/university, community agencies, community college, employment security commission, JTPA, military, private practice, trade and technical schools and vocational rehabilitation agencies. Only business and industry facilitators did not highly rate the NCDA skill items in the information and resources competency area.

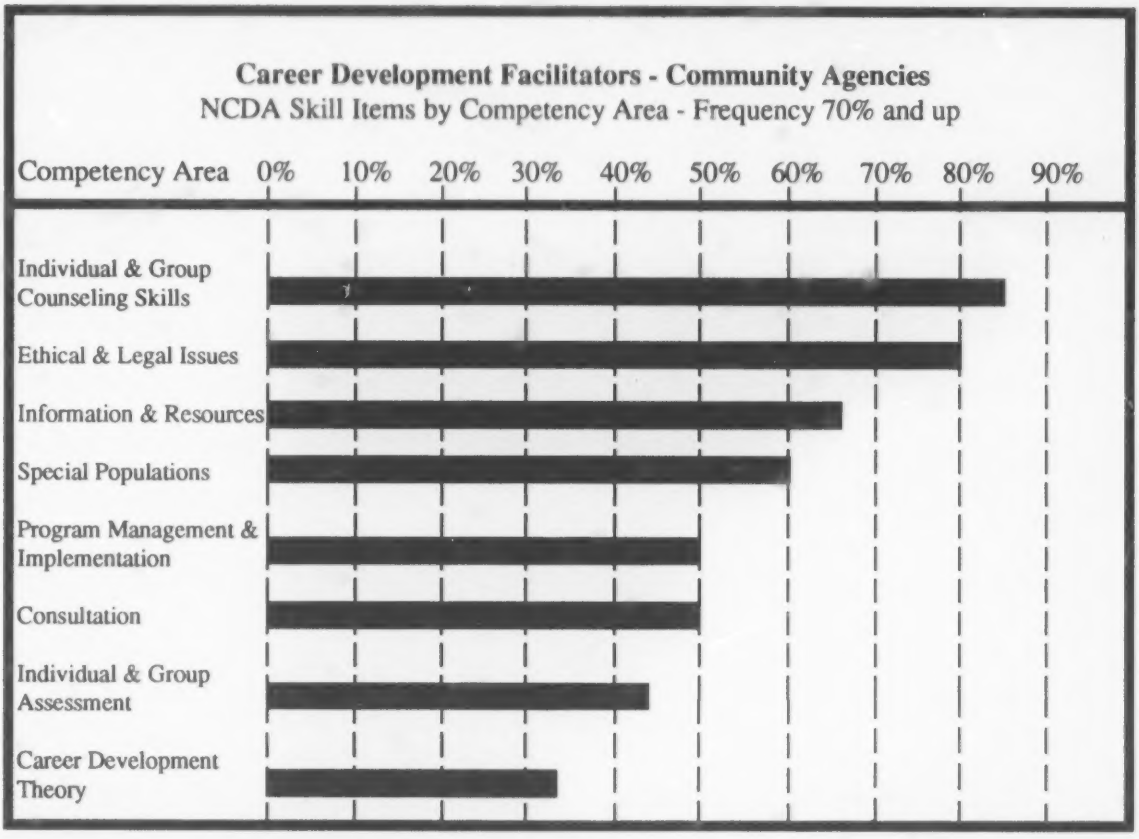
Other NCDA item competency areas were rated noticeably differently by sub-groups. For example, the area of special populations was rated in the top three by JTPA, in the top four by those in community agencies and in the top five by those in college/university, community college and employment security commission agencies.

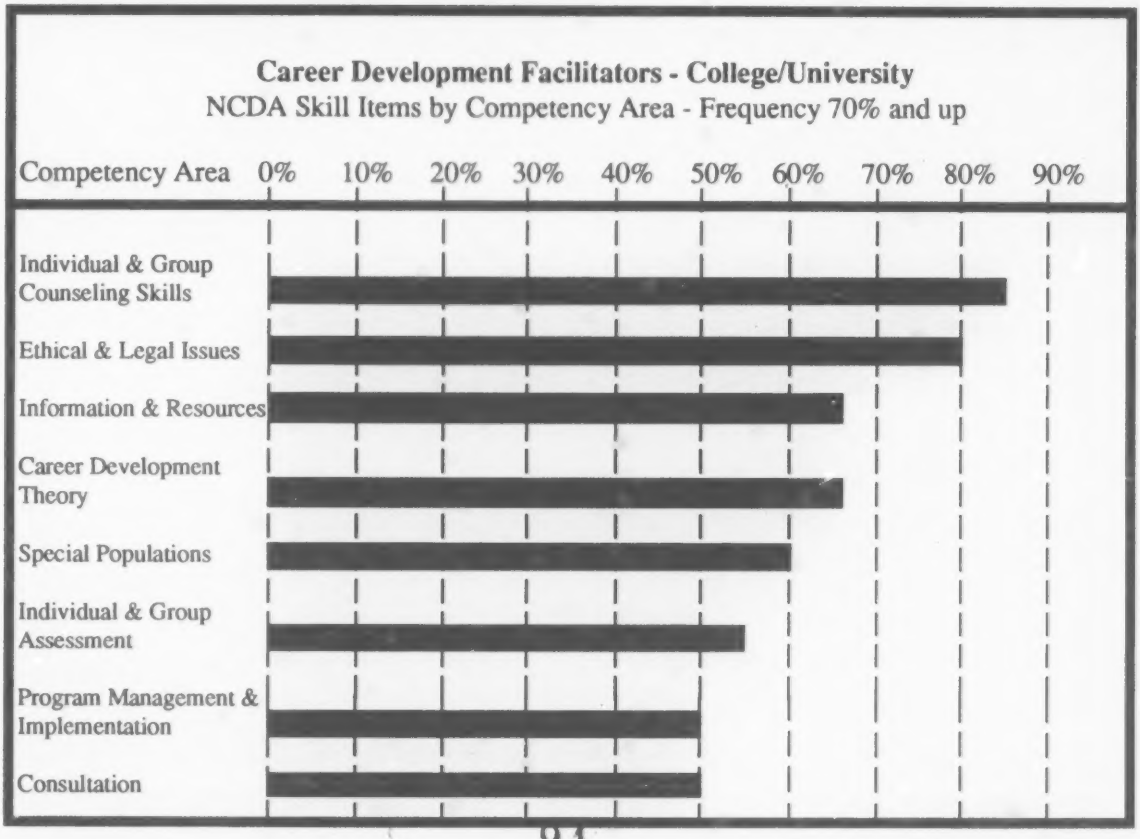
The NCDA competency areas, ranked by eleven sub-groups, are provided in the following 11 charts.

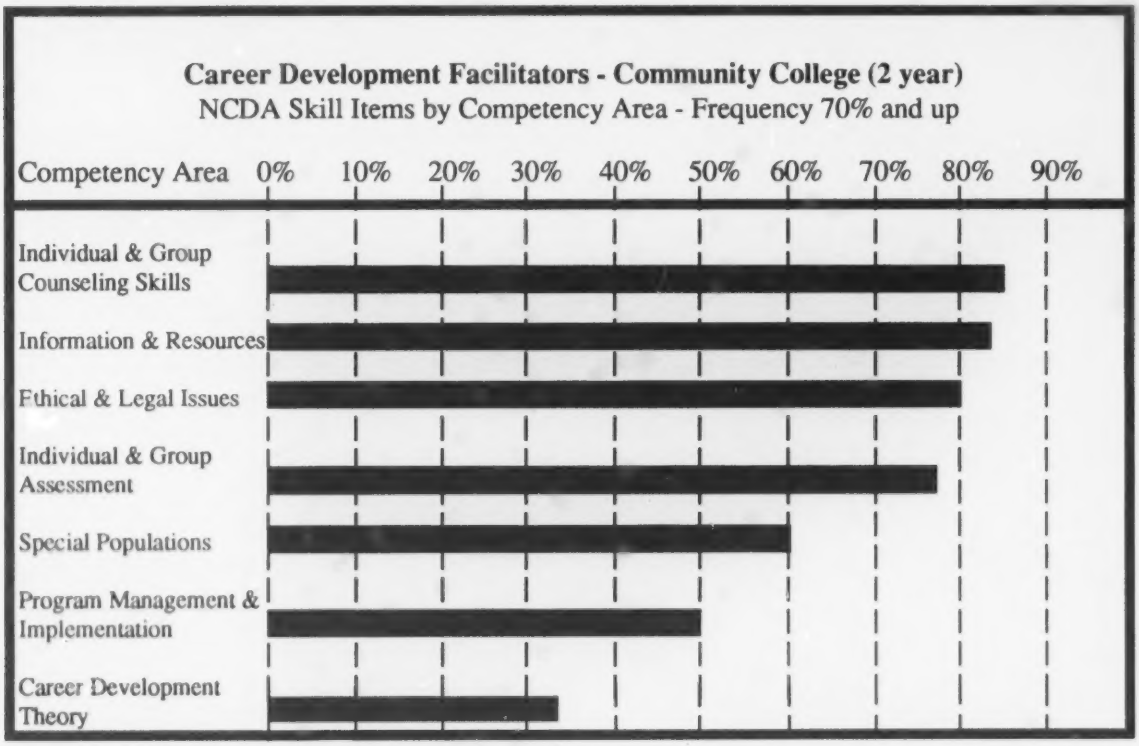
A list of the NCDA skill items by sub-group is included in Appendix H.

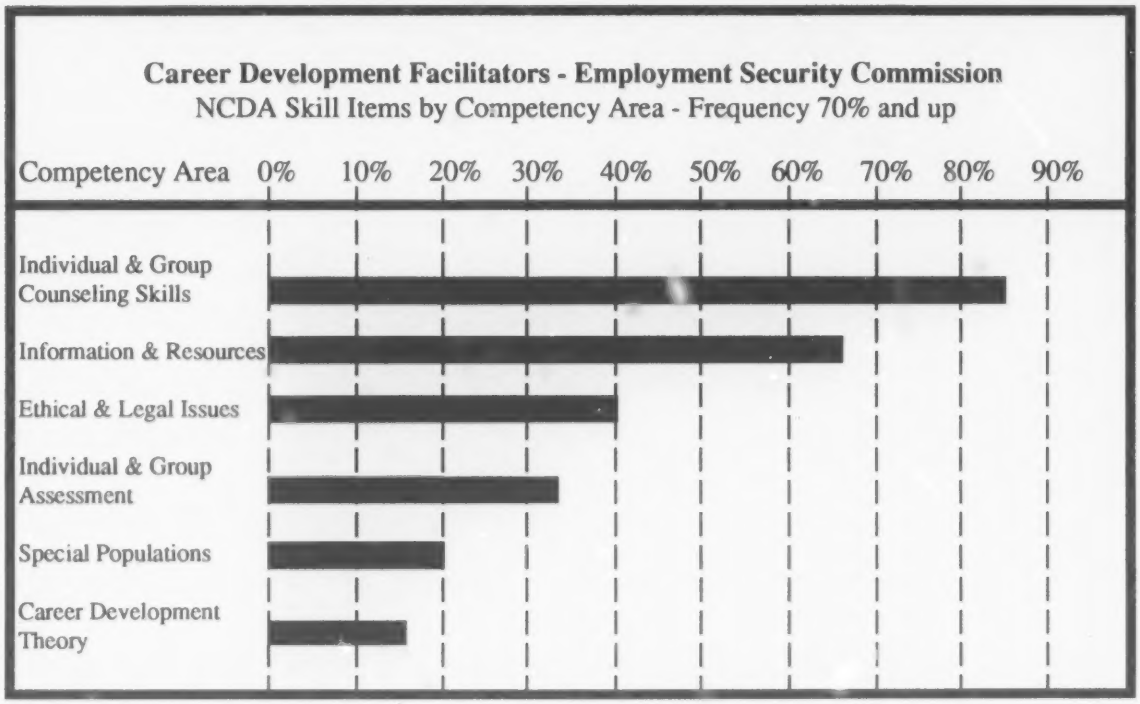

Career Development Facilitators - Adult Education
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Consultation
Ethical & Legal Issues
Information & Resources
Individual & Group Assessment
Career Development Theory

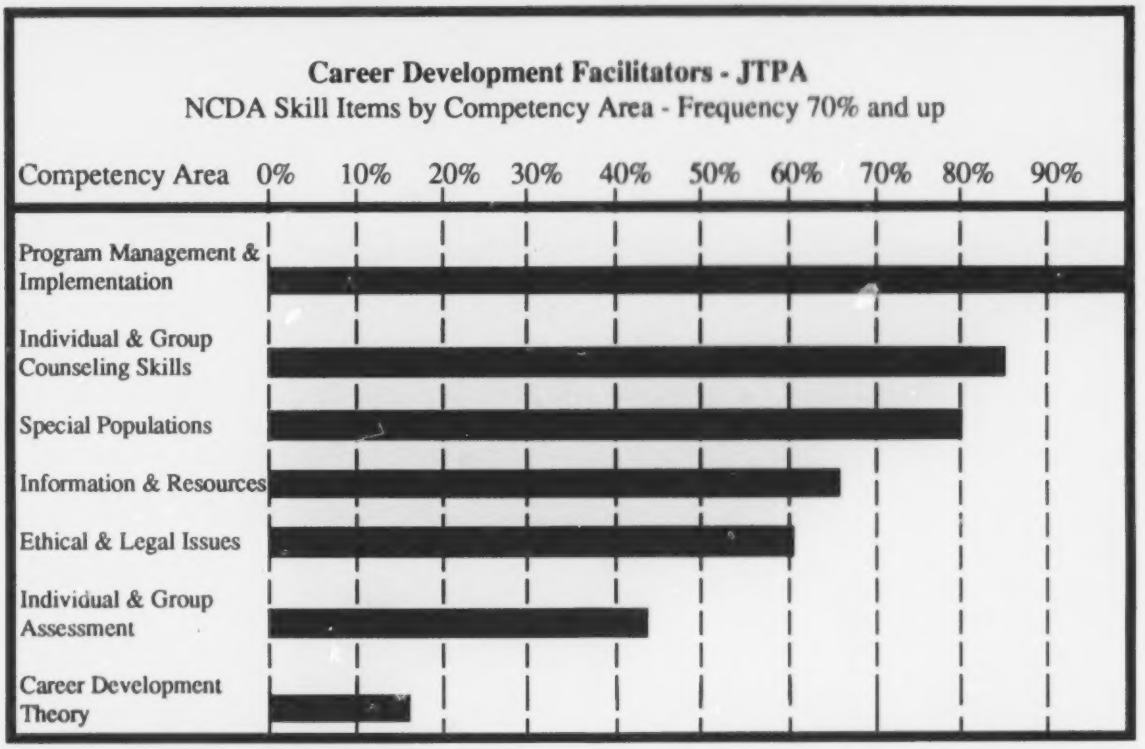

Career Development Facilitators - Business and Industry
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Program Management & Implementation
Consultation
Individual & Group Assessment
Career Development Theory

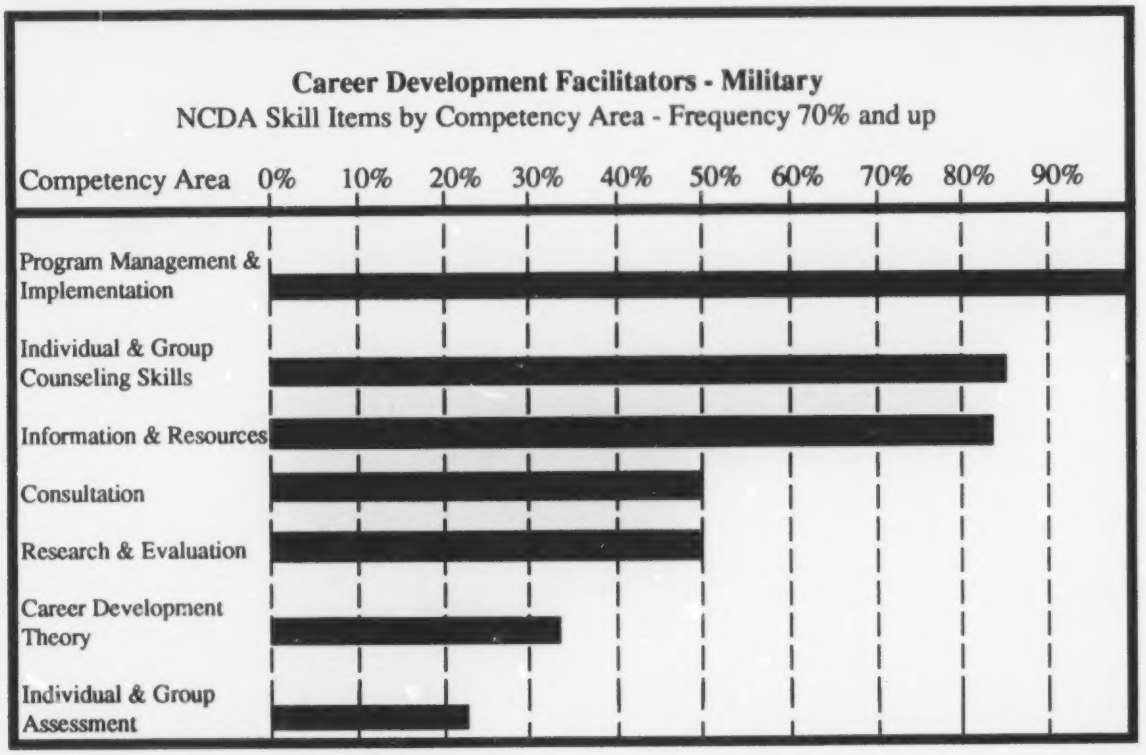

Career Development Facilitators - Community Agencies
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Ethical & Legal Issues
Information & Resources
Special Populations
Program Management & Implementation
Consultation
Individual & Group Assessment
Career Development Theory

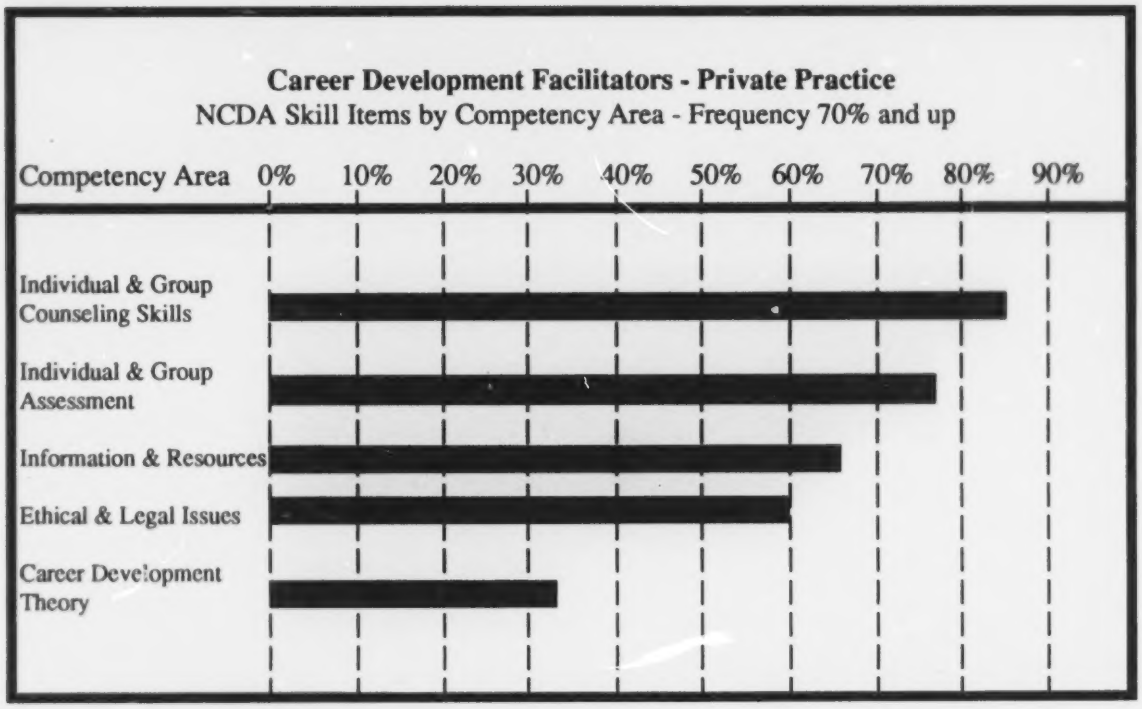

Career Development Facilitators - College/University
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Ethical & Legal Issues
Information & Resources
Career Development Theory
Special Populations
Individual & Group Assessment
Program Management & Implementation
Consultation

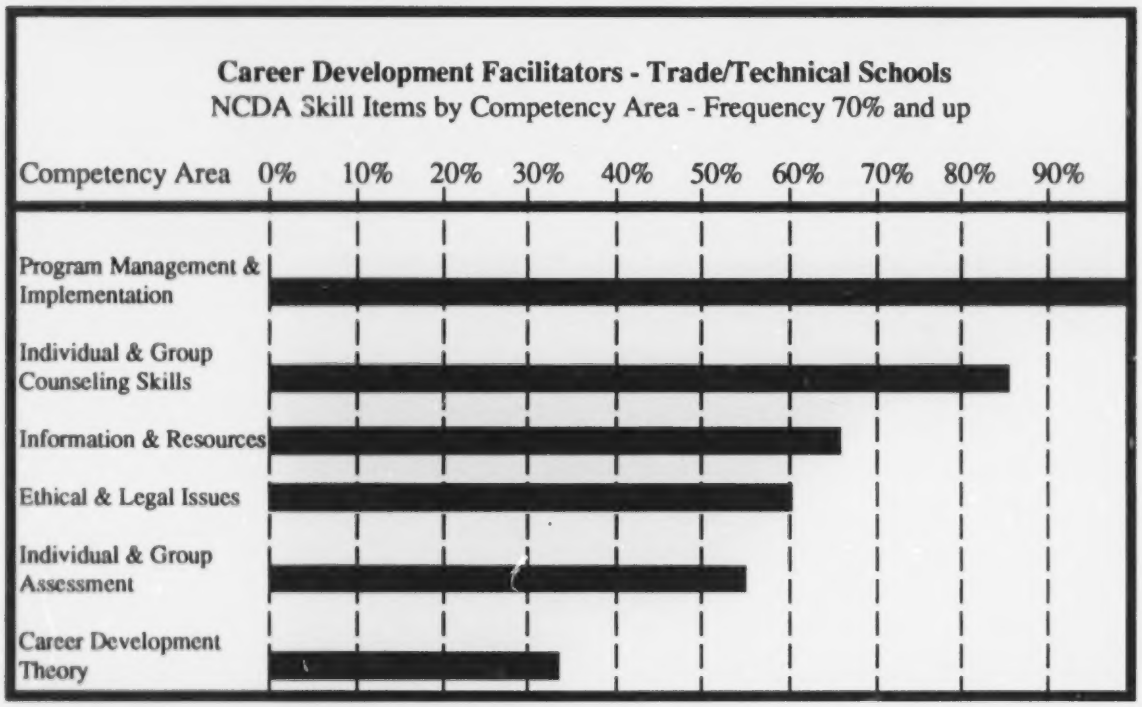

Career Development Facilitators - Community College (2 year)
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Information & Resources
Ethical & Legal Issues
Individual & Group Assessment
Special Populations
Program Management & Implementation
Career Development Theory

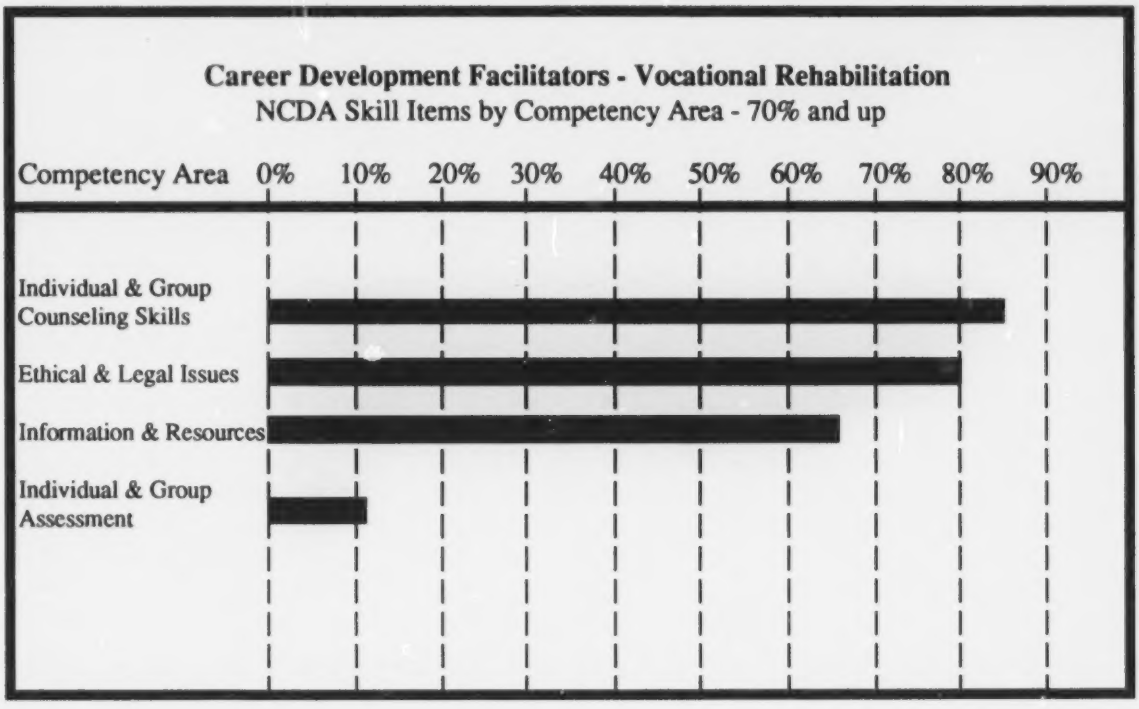

Career Development Facilitators - Employment Security Commission
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Information & Resources
Ethical & Legal Issues
Individual & Group Assessment
Special Populations
Career Development Theory


Career Development Facilitators - JTPA
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Program Management & Implementation
Individual & Group Counseling Skills
Special Populations
Information & Resources
Ethical & Legal Issues
Individual & Group Assessment
Career Development Theory


Career Development Facilitators - Military
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Program Management & Implementation
Individual & Group Counseling Skills
Information & Resources
Consultation
Research & Evaluation
Career Development Theory
Individual & Group Assessment


Career Development Facilitators - Private Practice
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Individual & Group Assessment
Information & Resources
Ethical & Legal Issues
Career Development Theory


Career Development Facilitators - Trade/Technical Schools
NCDA Skill Items by Competency Area - Frequency 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Program Management & Implementation
Individual & Group Counseling Skills
Information & Resources
Ethical & Legal Issues
Individual & Group Assessment
Career Development Theory


Career Development Facilitators - Vocational Rehabilitation
NCDA Skill Items by Competency Area - 70% and up
Competency Area
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Individual & Group Counseling Skills
Ethical & Legal Issues
Information & Resources
Individual & Group Assessment

IV. DISCUSSION

A. TRAINING NEEDS

As one reads the top 25 training topics and examines the different needs of the various sub-groups, it is relatively easy to identify in-service training needs. We have taken the liberty of going somewhat beyond the data in some of the following recommendations we are making. These recommendations are based on the survey information, input from our resource team, our own experience as career counselors and trainers of career development personnel and from discussions we have had with colleagues in our state and national meetings. This portion of the discussion will relate to training topic categories.

Special (or specific) Populations
There is a concern as the population of the United States gets increasingly diverse that counselors and other career development personnel working in the field:

- be more knowledgeable about cultures different from their own
- understand how the values, culture and family structures of these clients affect their career choices - both in kinds of careers chosen and methods of decision-making
- understand how their own stereotypes, ethnicity, and values contribute to their effectiveness (or ineffectiveness) in working with clients

We recommend that training specific to working with clients of varied cultures should be developed to stand alone - not as part of another training where only a small portion of time can be allocated to this topic. In some states, there is a growing opinion that developing cross cultural counseling abilities isn't enough and that there should be efforts made to recruit more individuals from these diverse populations to be trained/educated to work as career development facilitators. Perhaps in working with counselor educators, this concept might be further explored and/or promoted.

Assessment
A frequently circled training item in this category was "Matching individual's skills, values, interests, personality to job requirements." To do this effectively, it requires the career development facilitator to be able to assess the client, know or have access to up-to-date occupational information and, most importantly, to have the skill to put together all the pieces of the puzzle as it were with and for the client. This requires training in assessment, career counseling skills and how to acquire and interpret occupational information.

As reflected in the data, keeping up-to-date with assessment instruments that are appropriate for use with adults is a challenge for career development facilitators working in the field. From our own experience and from talking to others working in a variety of settings there are several reasons for this. They are:

- Lack of time to identify vendors who provide assessment instruments appropriate for use with adults

- Scarcity of instruments designed specifically for the adult in career transition
- Finding the appropriate instruments for specific adult populations who have varied cultures, work experiences, skills, educational backgrounds and reading levels

Therefore, having a specific source (such as the CDTI) which would serve as an electronic clearinghouse for up-to-date information regarding assessment instruments (including computer software) for adults would be helpful. In addition, in-service training in test selection, administration and interpretation would serve as a brush-up for master's level career counselors and as basic training for those non-master's level career development facilitators who are working in the field without the benefit of an assessment course. Further training in how to use informal assessment techniques such as observation, intake interviews, card sorts and activities would also be beneficial.

Information and Resources

Knowing and understanding labor market information and employment trends is a continuing need on the part of career development facilitators. There seems to be some ambiguity about the counselor's role in obtaining, interpreting and passing this information on to clients. How much responsibility should the counselor take and how much should be the responsibility of the client is a question that counselors often ask. Ideally, career development facilitators should have:

- knowledge of general labor market and employment trends (local, state, national, international)
- information about emerging career fields and occupations
- linkages with employers
- a broad range of resources from which to access information
- the ability to understand, interpret and <u>evaluate</u> information from a variety of resources

Our recommendation is to expand the labor market information portion of ICDM training into a fuller, stand-alone training to teach the above. In addition, training in how to develop linkages with local employers regarding their hiring needs should be included. This would be one way to meet the needs of career development facilitators who want to be more knowledgeable in this area.

Training Clients and Career Development Facilitators

This category was the top (100%) training need of career development facilitators working in community agencies. It also had a response frequency of 40% of the total population surveyed.

Most work sites provide career development services in a combined format of working with clients individually and in groups. Much of the group work is in a training or teaching format. Therefore, items such as developing strong presentation skills, designing and evaluating training programs, writing training materials and preparing media and materials for use in presentations are necessary for training clients and training staff as well. Obviously, many of the existing train the trainer programs touch on many of these skills. However, based on evaluations of some training sessions, there

is a wide range of training ability even in those individuals who are training trainers. The role of the trainer of trainers is to model training behaviors that are to be used in training trainers and ultimately training clients. Lectures need to be changed to lecturettes interspersed with diverse training activities, group facilitation, processing and personalizing of learning. Experienced trainers usually need understanding of the content. Inexperienced trainers need to learn training skills and methods in addition to content. Therefore, we recommend that train-the-trainer sessions emphasize training skills and that only experienced, effective trainers be used to train other personnel.

Program Management and Implementation
Rarely are career development facilitators prepared in their pre-service education to be project or program managers. However, because of lean staffing and/or promotions, career development facilitators find themselves in positions with managerial responsibilities. Most often they learn the necessary skills for program management by trial and error or they may be fortunate enough to have a colleague or supervisor to emulate. In addition, elementary and secondary school counselors are now being asked to implement comprehensive guidance programs in their schools and districts often without the know-how required to do this effectively. We recommend that CDTI further explore whether there is enough need to justify developing a training program of this type. In the survey, this category ranked equal to information and resources as a training need.

Ethical and Legal Issues
In this category the most frequently circled item was "Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Opportunity Employment." Both of these topics could be incorporated into new materials and/or delivered as stand alone training.

Promotion, Marketing and Public Relations
"Identifying best methods of promoting services to target populations" was a training topic of interest to many of the career development facilitators surveyed. Like program management, this is a skill often overlooked in both pre-service and in-service training. Often the survival of a program is based on how effectively it can be promoted to the client, administrators and funding sources.

Job Search Training and Placement
While items of this category were not indicated as top training needs of the general population surveyed, they were indicated as important training needs of the following sub-groups:

- Military - 70%
- JTPA - 42%
- Vocational Rehabilitation - 42%

These sub-groups are working primarily with unemployed adults in transition. New materials developed by Oakland University will be focused on and field tested with

these populations as well as career development facilitators in all work sites. We recommend that job search strategies be included when training career development facilitators who work with displaced workers.

Linkages

We have one suggestion that stemmed from the write-in topics and observing the meetings we held of our resource team. After team members had finished giving us input for our various projects, they seemed reluctant to leave and eager to talk to each other. Often we found ourselves facilitating discussions about the joys and challenges of working in the field of career development. They shared information about assessment instruments and techniques, resources and tips on program advocacy. Our observation is that there is a need for career development facilitators from various work settings to get together to share information about what they are doing, share information about resources they have found to be effective in working with adult clients and to engage in joint problem-sharing and problem-solving. Facilitating the development of local networks with opportunities for more frequent interaction than annual conferences provide is worth exploring.

B. TOTAL SKILL ITEMS IMPORTANCE

This survey looked at two aspects of career development facilitators - their perceptions of needed in-service training topics and their views of the importance of facilitator skills or knowledge in effectively performing their jobs.

This portion of the discussion will review the respondents' views as to skills importance by survey item, survey category and sub-group.

Ten of the first eleven ranked items regarding importance of skills related to the basic counseling process in working with clients. It appears that after establishing a trusting relationship, the career development facilitator needs to encourage, confront and promote action on the part of the client. Based on this type of response, we recommend that basic counseling skills be provided in training, pre- and in-service, of career development facilitators.

In reviewing the top ranked survey categories from the aspect of skills importance, the career counseling and career consulting skills category is most highly ranked, as over 90% of the items were ranked as either very important or extremely important to the career development facilitator's job. Other categories that were ranked highly were: ethical and legal issues, job search training and placement, training clients and other career development facilitators, assessment and information and resources.

Responses to the ethical and legal issues category indicated the respondents felt knowledge and application of ethical standards and knowledge of current regulations were important skills for job performance. A prime example is knowledge and implementation of the Americans with Disabilities Act. As with counseling skills, we recommend including this category in training.

Reflective of our current economy was the high ranking of helping others in job search and placement. Coaching clients in effective interviewing and in preparing resumes seem essential. Promoting the client's understanding of the comprehensive job search process was seen as key. As recommended in the previous discussion section, we agree that career development facilitators have specific training in this area when working with much of our population, especially displaced workers.

Often career development counselors and others in our field have not been taught training and presentation skills. This category was ranked fourth as it related to skills needed to perform effectively on the job. More attention needs to be given to learning training techniques by career development facilitators.

The use of assessment knowledge and skill varies according to work site. Yet it is important to point out that this category relates to individual and group counseling work and most often is a part of a client's career development process. For a counselor to match a client's skills, values, interests and personality to job requirements means the counselor must know how to identify these attributes. This is done through formal and informal assessments.

Respondents also indicated the need for skill in selecting appropriate instruments or techniques and in their interpretation. Clearly, assessment is needed in training programs. We recommend that assessment be a focused area in pre-service programs and that in-service programs relate to specific needs of the facilitators in working with their particular populations. For example, JTPA counselors might use different assessments than those used in a university counseling center.

Knowledge and understanding of labor market information was seen as important by respondents. Educational and community resources were seen as important in terms of providing information and in making referrals. Once again, this points out the need for linkages between agency, educational and governmental staff.

The responses to the skill items by sub-groups varied according to the sub-groups. However, career counseling skills were rated highly across all groups, which is the same as the responses to skill counseling items and skill category areas.

Some other similarities were noted. For example, the assessment category was rated highly by those in educational settings, community agencies, private practice and JTPA. Also, the special populations category was viewed as highly important in community agency, community college, college/university and JTPA sites.

As previously mentioned, the sub-group responses to the skills items vary. We recommend that in-service training, in particular, identify the current skill needs of the sub-group facilitators and tailor their training programs to meet those needs.

C. NCDA SKILL ITEMS IMPORTANCE

The sub-set of 45 NCDA skill items was also analyzed by the response to items, NCDA competency areas and sub-groups.

NCDA competency areas and skills served as the basis for formulating the items of this survey. NCDA has promoted the training of its ten competency areas in master's level counseling programs, although the graduate curriculum has not always reflected this. We assumed that the respondents' choice of the importance of the survey items needed in the effective performance of their job would relate to job demands and not to competencies or skills learned in previous training.

The top ranked NCDA items dealt with counseling skills, as in the response to all 82 items. Many similarities were seen between the responses to the total items and the NCDA items, as the NCDA items were a sub-set of the total number.

The NCDA skill category areas of highest rank were counseling skills, ethical and legal issues, information and resources and assessment. It was interesting to note that career development theory was ranked but not seen as important. The respondents appeared to see career development theory and models as important when they related specifically and practically to the adult client in a particular sub-group.

In the sub-group responses, counseling skills was reemphasized as it was ranked first in eight sub-groups. Of interest was the importance given to program management and implementation by those in JTPA, military and trade/technical school settings.

As the responses to each sub-group varied, we recommend that readers further analyze the information on the sub-group responses provided in Appendix H. It seems most appropriate when structuring training for a particular group of career development facilitators that the needs of that specific group be recognized.

D. SURVEY SIMILARITIES - TRAINING AND SKILLS

To compare the results of total respondents to the items related to training topic need (left side of survey form) and to the importance of that skill item on the job (right side of survey form) we reviewed the ranking of the 82 items by training topic need (p. 19) and the ranking of the items by job importance (p. 43). Those six items which were ranked both in the top 25 items of training topic needs and in the top 29 important skill items are listed in Table 8 on the next page.

TABLE 8: COMPARISON OF TOP RANKED TRAINING TOPIC ITEMS AND TOP RANKED FACILITATOR SKILL ITEMS

Survey Item	Training Topic Rank	Facilitator Skill Rank
Accessing, understanding and interpreting labor market information/job trends.	4	26
Selecting assessment instruments/techniques appropriate to individual or group.	6	21
Knowing and understanding current career development theories and models as they apply to adult development.	8	28
Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	9	22
Challenging and encouraging clients to take action to prepare for and initiate transitions.	13	6
Matching individual's skills, values, interests, personality to job requirements.	15	10

Similar items in this comparison indicate knowledge of labor market information, legislation and career development theory and models are important in views of both training needs and skills for on-the-job performance. Also seen as common is the career development facilitator's use of assessment and working with individual clients.

To compare the results of the total respondents to the items related to the training topic needs (left side of survey form) and to the importance of that NCDA skill items (right side of survey form) we reviewed the ranking of the 45 NCDA items by training topic need (p. 21) and the ranking of the item by job importance (p. 66). Those five items which were ranked both in the top 25 items of training needs and in the top 19 of NCDA important skills are listed in Table 9.

TABLE 9: COMPARISON OF TOP RANKED TRAINING TOPIC ITEMS AND TOP RANKED NCDA SKILL ITEMS

Survey Item	Training Topic Rank	NCDA Rank
Accessing, understanding and interpreting labor market information/job trends.	4	17
Selecting assessment instruments/techniques appropriate to individual or group.	6	14
Knowing and understanding current career development theories and models as they apply to adult development.	8	19
Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	9	15
Challenging and encouraging clients to take action to prepare for and initiate transitions.	13	3

This table indicates total items and NCDA items were similar when related to the top training topic items. The only difference in this chart's reporting from the previous comparison is that the item, "Matching individual's skills, values, interests, personality to job requirements," is not included as common to both groups.

To compare the results of the total respondents to all 82 items and to the 45 NCDA items, we reviewed the ranking of all items (p. 43) and the ranking of the NCDA items (p. 66). Those 19 items which were ranked both in the top 29 skills of the 82 items and the top 19 of the 45 NCDA skills are listed in Table 10.

TABLE 10: COMPARISON OF TOP RANKED SKILL ITEMS AND NCDA SKILL ITEMS

Survey Item	Facilitator Skill Rank	NCDA Rank
Establishing and maintaining productive relationships with clients.	2	1
Facilitating clients' career decision-making and goal setting.	3	2
Challenging and encouraging clients to take action to prepare for and initiate transitions.	6	3
Encouraging clients to acquire skills needed to make career transitions.	7	4
Encouraging clients to obtain and understand relevant information and experience.	8	5
Recognizing the need to refer clients to appropriate resources.	9	6
Identifying and understanding clients' progress toward career development goals.	11	7
Interpreting or facilitating client's understanding of assessment results.	12	8
Knowing community, organizational and professional resources for client referral.	13	9
Using instruments/techniques to assess client's interests.	17	10
Knowing and applying state and federal statutes related to client confidentiality.	18	11
Knowing and applying ethical standards set by relevant professional organizations.	19	12
Providing information or sources of information for clients to use in locating potential jobs.	20	13
Selecting assessment instruments/techniques appropriate to individual or group.	21	14
Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	22	15
Knowing wide range of education and training resources including sources of financial support.	23	16
Accessing, understanding and interpreting labor market information/job trends.	26	17
Determining appropriate ethical course of action in special situations.	27	18
Knowing and understanding current career development theories and models as they apply to adult development.	28	19

It can be seen that all of the top 19 NCDA skill items were also ranked in the top 29 total skill items. This indicates that the NCDA items are very appropriate in terms of importance on-the-job and in expected performance.

Many of these mutual items related to the counseling process, using appropriate assessments and being able to refer as necessary. Also evident is the commonality of use of labor market information and knowing legislation and ethical standards.

To compare the results of total respondents to survey categories in terms of training needs and importance of skills, we reviewed the ranking of eight survey categories in terms of training topic needs (p. 20) and importance of skills (p. 44). Six of the eight survey categories were listed in both training and importance of skills and are listed in Table 11.

TABLE 11: COMPARISON OF TOP RANKED SURVEY CATEGORIES FOR TRAINING TOPIC ITEMS AND SKILL ITEMS

Survey Category	Training Rank	Skill Rank
Ethical and Legal Issues	7	7
Information and Resources	3	6
Training Clients and Career Development Facilitators	4	4
Assessment	2	5
Career Development Theory	6	8
Promotion, Marketing and Public Relations	8	7

The prominent similar categories are information and resources and assessment. Training clients and other career development facilitators was ranked the same.

Neither the first ranking of training (special populations) nor the first ranking of facilitator skills (counseling skills) were in the first eight ranking of the other. This indicates the difficulty of making these comparisons, as we believe that many performance skills were seen by the respondents as already learned in previous training and that training topic needs were seen as needed in-service. It would seem appropriate that each sub-group be assessed as to their previous training as it relates to current in-service needs.

V. SUMMARY

This needs assessment looked at two aspects of career development facilitators - their perceptions of needed in-service training topics and their views of the importance of facilitator skills or knowledge in effectively performing their jobs.

1,007 career development practitioners returned survey forms. The respondents were from the following work sites:

- Adult Education
- Business and Industry
- Colleges and Universities
- Community Agencies
- Community Colleges (2 year)
- Employment Security Commissions
- JTPA
- Military
- Private Practice
- Trade or Technical Schools
- Vocational Rehabilitation

Over 80% of our respondents had three or more years experience and 45% had more than 10 years. 80% of our respondents had a master's degree or above in their educational background.

The respondents answered 82 items. These items were based on the NCDA career counselor competencies. Responses were analyzed by the rankings of all items and categories as to needed training topics and importance of facilitator and NCDA skills. Sub-group responses to the survey items were also tabulated.

Based on our analysis of the survey data, we found that:

1. Training is seen as needed by career development facilitators,
2. Training is needed in both pre-service and in-service programs.
3. Facilitators desire skills in training or teaching their clients.
4. Facilitators recognize the importance of individual and group counseling skills.
5. Skills to use assessment techniques and labor market information are seen as crucial.
6. Training should be tailored to the needs of facilitators in specific work sites.

Recommendations include:

1. Focused training is needed for facilitators to help them work effectively with special populations.
2. A clearinghouse for current information regarding the labor market and assessment instruments is needed.
3. When teaching training and presentation skills, experienced trainers should serve as role models.
4. Pre-service and in-service training should emphasize the need for collaboration and sharing between agencies and institutions.

5. All training programs should focus on the basic counseling process, with the primary emphasis at the pre-service level.
6. Program management and implementation should be included in training programs at both levels.
7. Knowledge and use of assessment techniques, formal and informal, is essential at both levels of training, with emphasis placed on relating appropriate assessments to the population served.
8. Ethical and legal issues need to be included in both pre-service and in-service training programs.
9. Attention should be given to training career development facilitators in the promotion and marketing of their programs.
10. Specific training should be provided in job search strategies and techniques, especially for those working with displaced workers.

This needs assessment gathered a large amount of data. Much of this is included in the appendices. It would be appropriate for the reader to review this information as it relates to their work setting, population served or their level of training.

It is crucial that we provide more effective training for our career development facilitators through pre-service and in-service programs. As career development is a continuous process- so is the need for ongoing training of career development facilitators. We hope the information gathered in this needs assessment will aid in the more effective delivery of needed training.

APPENDICES

A. CDTI Fact Sheet

B. NCDA Career Counseling Competencies

C. Survey

D. Survey Cover Letter

E. CDTI Survey Items and NCDA Competencies

F. Training Topic Items - By Sub-group

G. Facilitator Skill Items - By Sub-group

H. NCDA Items - By Sub-group

I. NCDA Competency Category - Supervision

CAREER DEVELOPMENT TRAINING INSTITUTE

A National Institute Without Walls

FACT SHEET

The National Occupational Information Coordinating Committee (NOICC) has funded a national Career Development Training Institute (CDTI) at the University of South Carolina (USC) through the South Carolina Occupational Information Coordinating Committee. USC is joined and supported in this activity by the Continuum Center and Adult Career Counseling Center at Oakland University in Rochester, Michigan (OU) and the Center on Education and Work at the University of Wisconsin-Madison (UW).

Congressional Intent

The Institute was created at the initiative of the Congress. In appropriating funds for this activity, the Congress stated its expressed wish that there be established "career development programs to train personnel in assisting students to understand themselves in the context of their career development, to be aware of the world of work, to understand the linkage between academic skills and work-related skills, and to make effective career decisions."

CDTI Activities

The Institute is directing its attention to three basic areas of endeavor:

In-service Training - training directed to persons professionally engaged in assisting individuals with career choice and preparation.

Pre-service Training - institutional education directed to persons who intend to become professionals in the field of career guidance and occupational counseling.

Research - action research related to training needs, the development of appropriate training modules, and evaluation of the impact such models have on the effective practice of career development assistance.

The Institute will also review the design and content of academic counselor training programs and the certification and credentialing required of persons providing career development assistance.

First Year Activities will include:

OAKLAND UNIVERSITY - ROCHESTER, MICHIGAN

Conduct a national survey of training needs of career development facilitators who work with

adults, including business and industry personnel.

Develop and write a job search readiness and placement training package.

Develop a career development training package customized to the needs of business and industry personnel.

Develop credentialing and curriculum for career development facilitators (master's level and non-master's level).

In a supportive grant from the Michigan Department of Education:
Assist in the development and writing of a Tech Prep Handbook for counselors and for parents.

UNIVERSITY OF SOUTH CAROLINA

Preliminary Directory of Available Career Development Training & Services/Materials.

Report of current state of Career Development Research.

Eight Pilot High-tech Multimedia modules for pre-service Career Development course.

Bulletin Board service for exchange of ideas and information in Career Development.

Videotapes of Career Development course presentations for potential use in later distance learning projects and independent study purposes.

Graduate course in Career Development delivered through Summer Institute format.

UNIVERSITY OF WISCONSIN - MADISON

Three computer managed training modules for Counselor Educators to train counselors in using career and labor market information. A handbook on developing and using computer managed training modules.

Provide an integrated model encompassing developmental guidance and the National Career Development Guidelines, including Train the Facilitator materials.

A national teleconference on Tech Prep and Counseling.

Sponsor two ICDM Train the Trainer Workshops.

Three state level workshops for Counselor Educators on effective use of NOICC products in counselor training and a "How to" handbook for SOICC's to use in getting counselor educator workshops in their states.

NCDA CAREER COUNSELING COMPETENCIES

The "Career Counseling Competencies" are intended to represent minimum competencies for those professionals at or above the master's degree level of education. They can also serve as guidelines for any professional or paraprofessional working in a career development setting. The Career Counseling Competency Statements can serve as a guide for career counseling training programs or as a checklist for persons wanting to acquire or to enhance their skills in career counseling.

These ten competency areas are:

1. Individual and Group Counseling Skills
2. Individual/Group Assessment
3. Information/Resources
4. Program Management and Implementation
5. Consultation
6. Special Populations
7. Supervision
8. Ethical/Legal Issues
9. Career Development Theory
10. Research/Evaluation

Specific Career Counseling Competencies

1. Individual and Group Counseling Skills

Individual and group counseling competencies considered essential to effective career counseling.

Demonstration of:

1. Ability to establish and maintain productive personal relationships with individuals.
2. Ability to establish and maintain a productive group climate.
3. Ability to collaborate with clients in identifying personal goals.
4. Ability to identify and select techniques appropriate to client or group goals and client needs, psychological states, and developmental tasks.
5. Ability to plan, implement and evaluate counseling techniques designed to assist client to achieve the following:

    a. Identify and understand clients' personal characteristics related to career.
    b. Identify and understand social contextual conditions affecting clients' careers.
    c. Identify and understand familial, subcultural and cultural structures and functions as they are related to clients' careers.
    d. Identify and understand clients' career decision making processes.

e. Identify and understand clients' attitudes toward work and workers.
f. Identify and understand clients' biases toward work and workers based on gender, race and cultural stereotypes.

6. Ability to challenge and encourage clients to take action to prepare for and initiate role transitions by:

   a. Locating sources of relevant information and experience.
   b. Obtaining and interpreting information and experiences.
   c. Acquiring skills needed to make role transitions.

7. Ability to support and challenge clients to examine the balance of work, leisure, family and community roles in their careers.

2. Individual/Group Assessment

Individuals/Group assessment skills considered essential for professionals engaging in career counseling.

Demonstration of:

1. Knowledge about instruments and techniques to assess personal characteristics (such as aptitude, achievement, interests, values and other personality traits).
2. Knowledge about instruments and techniques to assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g. work satisfaction), and other related life style/development issues.
3. Knowledge about instruments and techniques to assess conditions of the work environment (such as tasks, expectations, norms and qualities of the physical and social settings).
4. Ability to evaluate and select instruments appropriate to the client's physical capacities, psychological states, social roles and cultural background.
5. Knowledge about variables such as ethnicity, gender culture, learning style, personal development, and physical/mental disability which affect the assessment process.
6. Knowledge of and ability to effectively and appropriately use computer-assisted assessment measures and techniques.
7. Ability to identify assessment (procedures) appropriate for specified situations and populations.
8. Ability to evaluate assessment (procedures) in terms of their validity, reliability, and relationships to race, gender, age, and ethnicity.
9. Ability to select assessment techniques appropriate for group administration and those appropriate for individual administration.
10. Ability to administer, score and report findings form career assessment instruments.

11. Ability to interpret data from assessment instruments and present the results to client and to others designated by client.
12. Ability to assist client and others designated by the client to interpret data from assessment instruments.
13. Ability to write a thorough and substantiated report of assessment results.

3. Information/Resources

Information/resource base and knowledge essential for professionals engaging in career counseling.

Demonstration of:

1. Knowledge of employment information and career planning resources for client use.
2. Knowledge of education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations.
3. Knowledge of the changing roles of women and men and the implications for work, education, family and leisure.
4. Knowledge of and the ability to use computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to store, retrieve and disseminate career and occupational information.
5. Knowledge of community/professional resources to assist clients in career/life planning, including job search.

4. Program Management and Implementation

Management/Implementation skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.

Demonstration of:

1. Knowledge of designs that can be used in the organization of career development programs.
2. Knowledge of needs assessment and evaluation techniques and practices.
3. Knowledge of organizational theories, including diagnosis, behavior, planning, organizational communication, and management, useful in implementing and administering career development programs.
4. Knowledge of leadership theories, evaluation and feedback approaches, organizational change, decision-making and conflict resolution approaches.
5. Knowledge of professional standards for accreditation and program development purposes.

6. Knowledge of personal and environmental barriers affecting the implementation of career development programs.
7. Knowledge of using computers for forecasting, budgeting, planning, communicating, and policy analysis and resource allocation.
8. Knowledge of educational trends and state and federal legislation that may influence the development and implementation of career development programs.
9. Ability to implement individual and group programs in career development for specified populations.
10. Ability to train and/or inform teachers and others about the use and application of computer-based systems for career information.
11. Ability to plan, organize, and manage a comprehensive career resource center.
12. Ability to work as a lead person in developing and implementing career development programs involving collaborative arrangements with teachers and other professionals or paraprofessionals.
13. Ability to prepare budgets and time lines for career development programs.
14. Ability to identify staff competencies needed to remain current in the field of career counseling and development.
15. Ability to identify, develop, and use record keeping methods.
16. Ability to implement a public relations effort in behalf of career development activities and services.

5. Consultation

Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process.

Demonstration of:

1. Knowledge of and ability to use consultation theories, strategies, and models.
2. Ability to establish and maintain a productive consultation relationship with people in roles who can influence the client's career such as the following: parents, teachers, employers, business and professional groups, community groups, and the general public.
3. Ability to convey career counseling goals and achievements to business and professional groups, employers, community groups, the general public, and key personnel in positions of authority, such as legislators, executives, and others.
4. Ability to provide data on the cost effectiveness of career counseling and development intervention.

6. Special Populations

Knowledge and skills considered essential in relating to special populations that impact career counseling and development processes.

Demonstration of:

1. Knowledge of the intrapersonal dynamics of special population clients while understanding resistances and defenses that may occur naturally during the counseling process.
2. Sensitivity toward the developmental issues and needs unique to minority populations.
3. Sensitivity toward and knowledge of various disabling conditions and necessary assistance and requirements.
4. Ability to define the structure of the career counseling process to accommodate individual cultural frames of reference and ethnic and racial issues.
5. Ability to distinguish between the special needs of the culturally different, immigrants, the disabled, the elderly, persons with the AIDS virus, and minority populations.
6. Ability to find appropriate methods or resources to communicate with limited-English proficient individuals.
7. Ability to identify alternative approaches to career planning needs for individuals with specific needs.
8. Ability to identify community resources and establish linkages to assist clients with specific needs.
9. Ability to assist other staff members, professionals and community members in understanding the unique needs/characteristics of special populations with regard to career exploration, employment expectations and economic/social issues.
10. Ability to advocate for the career development and employment of special populations.
11. Ability to deliver and design career development programs and materials to hard-to-reach special populations.

7. Supervision

Knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance from others when needed.

Demonstration of:

1. Knowledge of supervision models and theories.
2. Ability to provide effective supervision to career counselors at different levels of experience.
3. Ability to utilize supervision on a regular basis to maintain and improve counselor skills.
4. Ability to consult with supervisors and colleagues regarding client and counseling issues and issues related to one's own professional development as a career counselor.
5. Ability to recognize own limitations as a career counselor and to seek supervision or refer clients when appropriate.

8. Ethical/Legal Issues

Information base and knowledge essential for the ethical and legal practice of career counseling.

Demonstration of:

1. Knowledge about the code of ethical standards of the American Counseling Association, the National Career Development Association, NBCC, CACREP, and other relevant professional organizations.
2. Knowledge about current ethical and legal issues which affect the practice of career counseling.
3. Knowledge about ethical issues related to career counseling with women, cultural minorities, immigrants, the disabled, the elderly, and persons with the AIDS virus.
4. Knowledge about current ethical/legal issues with regard to the use of computer-assisted career guidance.
5. Ability to apply ethical standards to career counseling and consulting situations, issues, and practices.
6. Ability to recognize situations involving interpretation of ethical standards and to consult with supervisors and colleagues to determine an appropriate and ethical course of action.
7. Knowledge of state and federal statutes relating to client confidentiality.

9. Career Development Theory

Theory base and knowledge considered essential for professionals engaging in career counseling and development.

Demonstration of:

1. Knowledge about counseling theories and associated techniques.
2. Knowledge about theories and models of careers and career development.
3. Knowledge about differences in knowledge and values about work and productive roles associated with gender, age, ethnic and race groups, cultures and capacities.
4. Knowledge about career counseling theoretical models, associated counseling and information techniques, and sources to learn more about them.
5. Knowledge about developmental issues individuals address throughout the lifespan.
6. Knowledge of the role relationships to facilitate personal, family, and career development.
7. Knowledge of information, techniques, and models related to computer-assisted career guidance systems and career information delivery systems and career counseling.

8. Knowledge of information, techniques, and models related to career planning and placement.
9. Knowledge of career counseling theories and models that apply specifically to women or are inclusive of variables that are important to women's career development.

10. Research/Evaluation

Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

Demonstration of:

1. Knowledge about and ability to apply basic statistics and statistical procedures appropriate to research related to career counseling and development.
2. Knowledge about and ability to use types of research and research designs appropriate to career counseling and development research.
3. Knowledge about and ability to convey major research findings related to career counseling and development processes and effectiveness.
4. Knowledge about and ability to apply principles of proposal writing.
5. Knowledge about major evaluation models and methods.
6. Ability to design, conduct, and use the results of evaluation programs.
7. Ability to design evaluation programs which take into account the needs of special populations, minorities, the elderly, persons with the AIDS virus, and women.

Career Development Training Institute Survey

Thank you for taking part in this study.

The Career Development Training Institute at Oakland University exists to provide training and professional development opportunities to those working with adults in career development and counseling. We design and deliver training to people preparing to enter the field as well as professionals currently working as career development facilitators.

This survey is part of a national study designed to do two things:

1. Pinpoint areas of skill and knowledge that are important to the effective performance of your job as a facilitator of career development.
2. Help us determine in which areas you, as a professional in the field, would like to gain additional skills and knowledge to make you more effective on the job. This will help us tailor our inservice programs to meet your training needs.

Definition of terms:

Career Development - refers to any activity which assists individuals to make career decisions, career transitions, or job choices and provides skills to seek employment.

Career Development Facilitator - A person who assists individuals in career development activities.

Client - In various work sites an individual using career development services may be termed employee, student, client, or something else. For the purposes of simplicity, we have used the word client to describe the recipient of such services.

Instructions for Completing the Survey

The first section of the survey presents a wide range of topics covered in the training and preparation for work in the field of career development. In completing this survey, you will help us achieve our goals by considering each topic in two ways:

First:

Using either pen or pencil, tell us how important each of the topics is to you in being effective in the job you hold now. Rate each topic's importance on the following five point scale:

[1] Not at all important [2] Not too important [3] Somewhat important [4] Very important [5] Extremely important

To the right of each item is a row of boxes numbered 1 to 5. Mark the box that corresponds to your rating of each item.

Example: [1] [2] [3] [4] [5]

Second:

Indicate all those areas in which you would like to gain additional skills and knowledge to make you more effective in your job. To do this, circle the item numbers (to the left of each item) of each training topic of interest to you.

Example:

1. Using data processing software
2. Using the library
3. Using labor market information

Now turn the page for the first item on the survey. 120

Career Development Training Institute Survey

Remember: First rate the importance of each topic to your job, 1 to 5, by checking the appropriate box on the scale at right, then indicate those areas in which you would like to improve your skills or knowledge, by circling the item number at the left margin.

Circle preferred training topics	How Important?				
	not at all	not too	some what	very	extremely
CAREER COUNSELING/CAREER CONSULTING SKILLS					
1. Establishing and maintaining productive relationships with clients.	[1]	[2]	[3]	[4]	[5]
2. Establishing and maintaining a climate of trust.	[1]	[2]	[3]	[4]	[5]
3. Understanding how to support clients through transitions.	[1]	[2]	[3]	[4]	[5]
4. Assisting clients in achieving a balance in work, family, leisure, and community activities.	[1]	[2]	[3]	[4]	[5]
5. Effectively using listening, clarifying, confronting techniques.	[1]	[2]	[3]	[4]	[5]
6. Facilitating clients's career decision-making and goal-setting.	[1]	[2]	[3]	[4]	[5]
7. Challenging and encouraging clients to take action to prepare for and initiate transitions.	[1]	[2]	[3]	[4]	[5]
8. Encouraging clients to obtain and understand relevant information and experience.	[1]	[2]	[3]	[4]	[5]
9. Encouraging clients to acquire skills needed to make career transitions.	[1]	[2]	[3]	[4]	[5]
10. Identifying and understanding client's progress toward career development goals.	[1]	[2]	[3]	[4]	[5]
11. Recognizing the need to refer client to appropriate resources.	[1]	[2]	[3]	[4]	[5]
INFORMATION AND RESOURCES					(15)
12. Accessing, understanding and interpreting labor market information/job trends.	[1]	[2]	[3]	[4]	[5]
13. Training clients to access and understand labor market and occupational information.	[1]	[2]	[3]	[4]	[5]
14. Using computer based information and career planning systems and training clients in their use.	[1]	[2]	[3]	[4]	[5]
15. Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources.	[1]	[2]	[3]	[4]	[5]
16. Assisting clients to access realistic information through opportunities such as information interviews or job shadowing.	[1]	[2]	[3]	[4]	[5]
17. Assisting clients to take advantage of job rotation or cross-training opportunities.	[1]	[2]	[3]	[4]	[5]
18. Knowing community, organizational and professional resources for client referral.	[1]	[2]	[3]	[4]	[5]
19. Knowing wide range of education and training resources including sources of financial support.	[1]	[2]	[3]	[4]	[5]
20. Developing and maintaining a comprehensive career resource center.	[1]	[2]	[3]	[4]	[5]
21. Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service.	[1]	[2]	[3]	[4]	[5]
					(25)

Circle preferred training topics	How Important?				
	not at all	not too	some what	very	extremely
ASSESSMENT					
22. Selecting assessment instruments/techniques appropriate to individual or group.	[1]	[2]	[3]	[4]	[5]
23. Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background.	[1]	[2]	[3]	[4]	[5]
24. Keeping up to date with newly developed assessment instruments/techniques.	[1]	[2]	[3]	[4]	[5]
25. Using instruments/techniques to assess client's transferable skills.	[1]	[2]	[3]	[4]	[5]
26. Using instruments/techniques to assess client's values.	[1]	[2]	[3]	[4]	[5]
27. Using instruments/techniques to assess client's interests.	[1]	[2]	[3]	[4]	[5]
28. Using instruments/techniques to assess client's work environment preferences.	[1]	[2]	[3]	[4]	[5]
29. Using instruments/techniques to assess client's work style/personality.	[1]	[2]	[3]	[4]	[5]
30. Using instruments/techniques to assess client's aptitudes.	[1]	[2]	[3]	[4]	[5]
31. Matching individuals's skills, values, interests, personality to job requirements.	[1]	[2]	[3]	[4]	[5]
32. Interpreting or facilitating client's understanding of assessment results.	[1]	[2]	[3]	[4]	[5]
33. Knowing and using computer-assisted assessment instruments.	[1]	[2]	[3]	[4]	[5]
SPECIAL POPULATIONS					(37)
34. Knowing developmental issues and needs of minority populations.	[1]	[2]	[3]	[4]	[5]
35. Using career counseling approaches which accommodate cultural, ethnic and racial issues.	[1]	[2]	[3]	[4]	[5]
36. Recognizing special needs of minorities, culturally different, immigrants, disabled, older workers, and persons with A.I.D.S.	[1]	[2]	[3]	[4]	[5]
37. Developing community resources and linkages for clients with special needs.	[1]	[2]	[3]	[4]	[5]
38. Advocating career development for and employment of special populations.	[1]	[2]	[3]	[4]	[5]
39. Understanding the impact of one's own culture, gender and ethnicity in working with specific populations.	[1]	[2]	[3]	[4]	[5]
ETHICAL AND LEGAL ISSUES					(43)
40. Knowing and applying state and federal statutes related to client confidentiality.	[1]	[2]	[3]	[4]	[5]
41. Knowing and applying ethical standards set by relevant professional organizations.	[1]	[2]	[3]	[4]	[5]
42. Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.	[1]	[2]	[3]	[4]	[5]
43. Determining appropriate ethical courses of action in special situations.	[1]	[2]	[3]	[4]	[5]
44. Knowing and applying ethical/legal issues in using computer assisted career development methods.	[1]	[2]	[3]	[4]	[5]
45. Knowing and obeying copyright laws.	[1]	[2]	[3]	[4]	[5]

Circle preferred training topics	How important?				
	not at all	not too	some what	very	extremely
CAREER DEVELOPMENT THEORY					
46. Knowing and understanding traditional career development theories.	[1]	[2]	[3]	[4]	[5]
47. Knowing and understanding current career development theories and models as they apply to adult development.	[1]	[2]	[3]	[4]	[5]
48. Knowing and understanding current career development theories and models as they apply to gender.	[1]	[2]	[3]	[4]	[5]
49. Knowing and understanding current career development theories and models as they apply to ethnic background.	[1]	[2]	[3]	[4]	[5]
50. Knowing and understanding current career development theories and models as they apply to age.	[1]	[2]	[3]	[4]	[5]
51. Knowing and applying models and techniques for career planning and placement.	[1]	[2]	[3]	[4]	[5]
52. Understanding the connection of career development to pre-retirement planning.	[1]	[2]	[3]	[4]	[5]
53. Recognizing changing roles of women and men and their impact on work, education, family and leisure.	[1]	[2]	[3]	[4]	[5]
JOB SEARCH TRAINING AND PLACEMENT (57)					
54. Providing knowledge of a comprehensive job search process.	[1]	[2]	[3]	[4]	[5]
55. Assisting clients to develop effective resumes using up-to-date style, format and content.	[1]	[2]	[3]	[4]	[5]
56. Providing information regarding proper way to complete a job application.	[1]	[2]	[3]	[4]	[5]
57. Coaching clients in effective interviewing skills.	[1]	[2]	[3]	[4]	[5]
58. Training clients in skills needed to retain jobs.	[1]	[2]	[3]	[4]	[5]
59. Providing information or sources of information for clients to use in locating potential jobs.	[1]	[2]	[3]	[4]	[5]
60. Promoting placement of clients by maintaining and expanding employer contacts.	[1]	[2]	[3]	[4]	[5]
TRAINING CLIENTS AND OTHER CAREER DEVELOPMENT FACILITATORS (64)					
61. Identifying career development goals and provide relevant training.	[1]	[2]	[3]	[4]	[5]
62. Developing strong presentation skills.	[1]	[2]	[3]	[4]	[5]
63. Designing and evaluating training programs.	[1]	[2]	[3]	[4]	[5]
64. Adapting training to needs of individual, group or organization.	[1	[2]	[3]	[4]	[5]
65. Writing training materials, prepare media and materials for use in presentations.	[1]	[2]	[3]	[4]	[5]
PROGRAM MANAGEMENT AND IMPLEMENTATION (69)					
66. Conducting needs assessments.	[1]	[2]	[3]	[4]	[5]
67. Relating and aligning program goals to organization's overall goals.	[1]	[2]	[3]	[4]	[5]
68. Conveying program goals and gaining support from key personnel in positions of authority.	[1]	[2]	[3]	[4]	[5]
69. Obtaining financial support for program, manage budget and maximize resources.	[1]	[2]	[3]	[4]	[5]

Circle preferred training topics	How Important? not at all	not too	some what	very	extremely
70. Working as lead person in developing and implementing career development program involving collaborative relationships with others.	[1]	[2]	[3]	[4]	[5]
71. Identifying and meeting qualitative and quantitative standards.	[1]	[2]	[3]	[4]	[5]
72. Developing and using leadership, strategic planning, conflict resolution and collaboration skills.	[1]	[2]	[3]	[4]	[5]
73. Hiring, training, supervising and evaluating staff.	[1]	[2]	[3]	[4]	[5]
74. Writing proposals and formal reports.	[1]	[2]	[3]	[4]	[5]
75. Conducting on-going and formal evaluation of career development program and services.	[1]	[2]	[3]	[4]	[5]

PROMOTION, MARKETING AND PUBLIC RELATIONS (79)

76. Identifying best methods of promoting services to target populations.	[1]	[2]	[3]	[4]	[5]
77. Being customer focused and willing to provide services convenient to clients.	[1]	[2]	[3]	[4]	[5]
78. Making presentations and personal contacts to promote program.	[1]	[2]	[3]	[4]	[5]
79. Providing reports of program successes to funding sources and program advocates.	[1]	[2]	[3]	[4]	[5]
80. Building coalitions of career development facilitators from varied work settings.	[1]	[2]	[3]	[4]	[5]
81. Writing and producing promotional material.	[1]	[2]	[3]	[4]	[5]
82. Developing a network with print, broadcast, and community personnel to promote program and services.	[1]	[2]	[3]	[4]	[5]

(86)

NOTE: Please double check that you have rated each item (1 to 5) as to the importance to your current job AND that you have circled those item numbers for which you would like to receive further training. Then complete the rest of the survey:

If there are other career development related areas that are not listed above in which you would like training, please list them below.

_____

_____

83. Please mark your top 3 preferred ways to receive information and training:

[1]	Audio tapes	[5]	Training seminars
[2]	Video tapes	[6]	Written materials
[3]	Satellite teleconferences	[7]	Computer-assisted instruction
[4]	Professional association conferences	[8]	Other (please specify)_____

_____ (87-89)

Help us categorize your answers by completing a few questions about you:

Job Title* _____

Name of Employer (optional) _____

Percentage of your time spent on career development activities:_____

84. Which of the following best describes your primary work site? (check one)

[01]	Adult Education	[07]	JTPA
[02]	Business/Industry	[08]	Military
[03]	College/University	[09]	Private Practice
[04]	Community Agency	[10]	Trade or Technical School
[05]	Community College (2 year)	[11]	Vocational Rehabilitation
[06]	Employment Security Commission	[12]	Other (please specify)_____

(90-91)

85. Type of format in which your services are delivered to clients:

[1] Individual sessions
[2] In groups
[3] Both individually and in groups

86. Your years of experience in providing career development services

[1] 0-1 yr.
[2] 1-3 yrs.
[3] 3-5 yrs.
[4] 5-10 yrs.
[5] More than 10 yrs.

87. Your Educational Level

[1] High School
[2] 2 year Associate's Degree
[3] Bachelor's Degree
[4] Masters Degree
[5] Master's Degree+

* It would help us to have a job description. If you are willing to provide one, please return with survey.

(94)

Thank you again for taking part in this important study. Your input will help us design and deliver more effective training programs for career development facilitators. Now, insert the completed survey in the self-addressed, postage-paid envelope provided and drop it in U.S. Mail to CDTI.

Note: If you wish to receive the results of the survey and information about training materials and programs, please fill out the next page and return it with the survey (or in a separate envelope if you wish).

TO BE DETACHED

Survey Results and Training Information Request Form

Name:_____

Address:_____

_____

_____

CDTI
Career Development Training Institute
at Oakland University

272 South Foundation Hall
Rochester, Michigan 48309-4401

February 17, 1993

Dear Career Development Facilitator:

You have been selected by the Career Development Training Institute at Oakland University to participate in a national survey. Because you assist individuals in career development activities, job search, or job placement, your opinions are very valuable to this study.

The National Career Development Training Institute is a federal grant project charged with assisting career development facilitators by:

- **sharing information about what others in the field are doing.**
- **providing training packages to help individuals develop or improve their career development, job search and job placement programs.**

In order to effectively accomplish this, we request your opinions on the enclosed survey. The questionnaire focuses on a comprehensive list of tasks involved in providing a career development program. Specifically, it asks three things of you.

- **identify which of these tasks are important in your situation.**
- **identify what you consider your training needs to be.**
- **provide some demographic information.**

In return, we will send you a copy of the results and will also notify you of training materials and programs that are developed based on the needs identified by this survey. Simply complete the survey and the request form attached to it, then **mail both in the enclosed addressed and postage paid envelope by March 31st.**

We know there are many demands on your time, but we feel your response is critical to our mission. With the growing demand for career development from business, industry, education, employees, and the unemployed, we're sure you can see the trend. We hope you will become a part of preparing for it. Your questions or comments are welcome; please call (313) 370-3033.

Sincerely,

Judith M. Hoppin
Co-Director

Howard Splete
Co-Director

An Institute Without Walls
Sponsored by the National Occupational Information Coordinating Committee

CDTI SURVEY ITEMS AND NCDA COMPETENCIES

NCDA Competency Area	NCDA Survey Item	Non-NCDA Survey Items
Career Development Theory	46, 47, 48, 49, 50, 51	52
Program Management and Implementation	20, 66	
Consultation	68, 70	
Supervision	11	
Research/Evaluation	74, 75	
Ethical/Legal Issues	40, 41, 42, 43, 44	45
Individual and Group Counseling Skills	1, 4, 6, 7, 8, 9, 10	2, 3, 5
Individual and Group Assessment	22, 23, 26, 27, 28, 29, 30, 32, 33	24, 25, 31
Information/Resources	12, 14, 18, 19, 53, 59	13, 15, 16, 17, 21
Special Populations	34, 35, 36, 37, 38	39

EXHIBIT 1

CDTI SURVEY ITEMS RELATED TO NCDA COMPETENCY AREAS

CAREER DEVELOPMENT THEORY

1. Knowing and understanding traditional career development theories.
2. Knowing and understanding current career development theories and models as they apply to adult development.
3. Knowing and understanding current career development theories and models as they apply to gender.
4. Knowing and understanding current career development theories and models as they apply to ethnic background.
5. Knowing and understanding current career development theories and models as they apply to age.
6. Knowing and applying models and techniques for career planning and placement.

PROGRAM MANAGEMENT AND IMPLEMENTATION

1. Developing and maintaining a comprehensive career resource center.
2. Conducting needs assessments.
3. Working as a lead person in developing and implementing career development programs involving collaborative relationships with others.

CONSULTATION

1. Conveying program goals and gaining support from key personnel in positions of authority.

SUPERVISION

1. Recognizing the need to refer client to appropriate resources.

RESEARCH/EVALUATION

1. Conducting on-going and formal evaluation of career development program and services.
2. Writing proposals and formal reports.

ETHICAL/LEGAL ISSUES

1. Knowing and applying state and federal statutes related to client confidentiality.
2. Knowing and applying ethical standards set by relevant professional organizations.
3. Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.
4. Determining appropriate ethical courses of action in special situations.
5. Knowing and applying ethical and legal issues in using computer assisted career development methods.

INDIVIDUAL AND GROUP COUNSELING SKILLS

1. Establishing and maintaining productive relationships with clients.
2. Assisting clients in achieving a balance in work, family, leisure and community activities.
3. Facilitating client's career decision-making and goal-setting.
4. Challenging and encouraging clients to take action to prepare for and initiate transitions.
5. Encouraging clients to obtain and understand relevant information and experience.
6. Encouraging clients to acquire skills needed to make career transitions.
7. Identifying and understanding client's progress toward career development goals.
8. Training clients to access and understand labor market and occupational information.

INDIVIDUAL AND GROUP ASSESSMENT

1. Selecting assessment instruments/techniques appropriate to individual or group.
2. Evaluating and selecting instruments/techniques appropriate to individual's physical capabilities, psychological state, gender, cultural background.
3. Using instruments/techniques to assess client's values.
4. Using instruments/techniques to assess client's interests.
5. Using instruments/techniques to assess client's work environment preferences.
6. Using instruments/techniques to assess client's work style/personality.
7. Using instruments/techniques to assess client's aptitudes.
8. Interpreting or facilitating client's understanding of assessment results.
9. Knowing and using computer-assisted assessment instruments.

INFORMATION/RESOURCES

1. Accessing, understanding and interpreting labor market information/job trends.
2. Using computer based information and career planning systems and training clients in their use.
3. Knowing community, organizational and professional resources for client referral.

4. Knowing wide range of educational and training resources including sources of financial support.
5. Recognizing changing roles of women and men and their impact on work, education, family and leisure.
6. Providing information or sources of information for client to use in locating potential jobs.

SPECIAL POPULATIONS

1. Knowing developmental issues and needs of minority populations.
2. Using career counseling approaches which accommodate cultural, ethnic and racial issues.
3. Recognizing special needs of minorities, culturally different, immigrants, disabled, older workers and persons with A.I.D.S.
4. Developing community resources and linkages for clients with special needs.
5. Advocating career development for and employment of special populations.

EXHIBIT 2

NCDA COMPETENCIES AND CORRESPONDING CDTI SURVEY ITEMS

NCDA Competency:	Ability to establish and maintain productive personal relationships with individuals.
Survey Item:	Establishing and maintaining productive relationships with clients.

NCDA Competency:	Ability to support and challenge clients to examine the balance of work, family, leisure, and community activities.
Survey Item:	Assisting clients in achieving a balance in work, family, leisure, and community activities.

NCDA Competency:	Ability to collaborate with clients in identifying personal goals.
Survey Item:	Facilitating client's career decision making and goal-setting.

NCDA Competency:	Ability to challenge and encourage clients to take action to prepare for and initiate role transitions by: a. Locating sources of relevant information and experiences. b. Obtaining and interpreting information and experiences. c. Acquiring skills needed to make role transition.
3 Survey Items:	1. Challenging and encouraging clients to take action to prepare for and initiate transitions. 2. Encouraging clients to acquire skills needed to make career transitions. 3. Encouraging clients to obtain and understand relevant information and experience.

NCDA Competency:	Ability to identify and understand client's career decision making processes.
Survey Item:	Identifying and understanding client's progress toward career development goals.

NCDA Competency:	Ability to recognize own limitations as a career counselor and to seek supervision or refer clients when appropriate.
Survey Item:	Recognizing the need to refer clients to appropriate resources.

NCDA Competency:	Knowledge of employment information and career planning resources for client use.
Survey Item:	Accessing, understanding and interpreting labor market information/job trends.

NCDA Competency:	Knowledge of and the ability to use computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to store, retrieve and disseminate career and occupational information.
Survey Item:	Using computer based information and career planning systems and training clients in their use.

NCDA Competency:	Knowledge of community/professional resources to assist clients in career/life planning, including job search.
Survey Item:	Knowing community, organizational and professional resources for client referral.

NCDA Competency:	Knowledge of education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations.
Survey Item:	Knowing wide range of education and training resources including sources of financial support.

NCDA Competency:	Ability to plan, organize, and manage a comprehensive career resource center.
Survey Item:	Developing and maintaining a comprehensive career resource center.

NCDA Competency:	Ability to identify assessment (procedures) appropriate for specified situations and populations.
Survey Item:	Selecting assessment instruments/techniques appropriate to individual or group.

NCDA Competency:	Ability to evaluate and select instruments appropriate to the client's physical capacities, psychological states, social roles and cultural background.
Survey Item:	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background.

NCDA Competency:	Knowledge about instruments and techniques to assess personal characteristics (such as aptitude, achievement, interests, values and other personality traits).
3 Survey Items:	1. Using instruments/techniques to assess client's values. 2. Using instruments/techniques to assess client's interests. 3. Using instruments/techniques to assess client's aptitudes.

NCDA Competency:	Knowledge about instruments and techniques to assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work-environment preference (eg. work satisfaction), and other related life style/development issues.
2 Survey Items:	1. Using instruments/techniques to assess client's work environment preferences. 2. Using instruments/techniques to assess client's work style/personality.

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2 NCDA Competencies:	1. Ability to interpret data from assessment instruments and present the results to client and to others designated by the client. 2. Ability to assist client and others designated by the client to interpret data from assessment instruments.
Survey Item:	Interpreting or facilitating client's understanding of assessment results.

NCDA Competency:	Knowledge of and ability to effectively and appropriately use computer-assisted assessment measures and techniques.
Survey Item:	Knowing and using computer-assisted assessment instruments.

NCDA Competency:	Sensitivity toward the developmental issues and needs unique to minority populations.
Survey Item:	Knowing developmental issues and needs of minority populations.

NCDA Competency:	Ability to define the structure of the career counseling process to accommodate individual cultural frames of reference and ethnic and racial issues.
Survey Item:	Using career counseling approaches which accommodate cultural, ethnic and racial issues.

NCDA Competency:	Ability to distinguish between the special needs of the culturally different, immigrants, the disabled, the elderly, persons with the AIDS virus, and minority populations.
Survey Item:	Recognizing special needs of minorities, culturally different, immigrants, disabled, older workers, and persons with AIDS.

NCDA Competency:	Ability to identify community resources and establish linkages to assist clients with specific needs.
Survey Item:	Developing community resources and linkages for clients with special needs.

NCDA Competency:	Ability to advocate for the career development and employment of special populations.
Survey Item:	Advocating career development for and employment of special populations.

NCDA Competency:	Knowledge of state and federal statutes relating to client confidentiality.
Survey Item:	Knowing and applying state and federal statutes related to client confidentiality.

NCDA Competency:	Knowledge about the code of ethical standards of the American Counseling Association, the National Career Development Association, NBCC, CACREP, and other relevant professional organizations.
Survey Item:	Knowing and applying ethical standards set by relevant professional organizations.

NCDA Competency:	Knowledge about current ethical and legal issues which affect the practice of career counseling.
Survey Item:	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity.

NCDA Competency:	Ability to recognize situations involving interpretation of ethical standards and to consult with supervisors and colleagues to determine an appropriate and ethical course of action.
Survey Item:	Determining appropriate ethical courses of action in special situations.

NCDA Competency:	Knowledge about current ethical/legal issues with regard to the use of computer-assisted career guidance.
Survey Item:	Knowing and applying ethical/legal issues in using computer-assisted career development methods.

NCDA Competency:	Knowledge about theories and models of careers and career development.
Survey Item:	Knowing and understanding traditional career development theories.

NCDA Competency:	Knowledge about developmental issues individuals address throughout the lifespan.
Survey Item:	Knowing and understanding current career development theories and models as they apply to adult development.

NCDA Competency:	Knowledge about differences in knowledge and values about work and productive roles associated with gender, age, ethnic and race groups, cultures and capacities.
3 Survey Items:	1. Knowing and understanding current career development theories and models as they apply to gender. 2. Knowing and understanding current career development theories and models as they apply to ethnic background. 3. Knowing and understanding current career development theories and models as they apply to age.

NCDA Competency:	Knowledge of information, techniques, and models related to career planning and placement.
Survey Item:	Knowing and applying models and techniques for career planning and placement.

NCDA Competency:	Knowledge of the changing roles of women and men and the implications for work, education, family and leisure.
Survey Item:	Recognizing changing roles of women and men and their impact on work, education, family and leisure.

NCDA Competency:	Knowledge of employment information and career planning resources for client use.
Survey Item:	Providing information or sources of information for clients to use in locating potential jobs.

NCDA Competency:	Knowledge of needs assessment and evaluation techniques and practices.
Survey Item:	Conducting needs assessments.

NCDA Competency:	Ability to convey career counseling goals and achievements to business and professional groups, employers, community groups, the general public, and key personnel in positions of authority, such as legislators, executives and others.
Survey Item:	Conveying program goals and gaining support form key personnel in positions of authority.

NCDA Competency:	Ability to work as a lead person in developing and implementing career development programs involving collaborative arrangements with teachers and other professional or paraprofessionals.
Survey Item:	Working as a lead person in developing and implementing career development program involving collaborative relationships with others.

NCDA Competency:	Knowledge about and ability to apply principles of proposal writing.
Survey Item:	Writing proposals and formal reports.

NCDA Competency:	Ability to design, conduct, and use the results of evaluation programs.
Survey Item:	Conducting on-going and formal evaluation of career development programs and services.

TRAINING TOPIC ITEMS - BY SUB-GROUP

ADULT EDUCATION

Item #	%	Training Topic
6	26	Facilitating clients' career decision-making and goal setting
12	26	Accessing, understanding and interpreting labor market information/job trends
14	26	Using computer-based information and career planning systems and training clients in their use
19	26	Knowing wide range of educational and training resources including sources of financial support
20	30	Developing and maintaining a comprehensive career resource center
22	23	Selecting assessment instruments/techniques appropriate to individual or group
24	35	Keeping up-to-date with newly developed assessment instruments and techniques
25	23	Using instruments/techniques to assess client's transferable skills
33	26	Knowing and using computer-assisted assessment instruments
44	23	Knowing and applying ethical/legal issues in using computer assisted career development methods
53	30	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
62	23	Developing strong presentation skills
63	23	Designing and evaluating training programs
65	28	Writing training materials, preparing media and materials for use in presentations
69	26	Obtaining financial support for program, manage budget and maximize resources
72	26	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
76	28	Identifying best methods of promoting services to target populations

BUSINESS/INDUSTRY

Item #	%	Training Topic
5	23	Effectively using listening, clarifying, confronting techniques
7	23	Challenging and encouraging clients to take action to prepare for and initiate transitions
14	23	Using computer-based information and career planning systems and training clients in their use
15	23	Finding career development resources (laser disc, videotapes, written sources) and building a network to share information about these resources
22	30	Selecting assessment instruments/techniques appropriate to individual or group
23	27	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	31	Keeping up-to-date with newly developed assessment instruments and techniques
31	29	Matching individual's skills, values, interests and personality to job requirements
33	23	Knowing and using computer-assisted assessment instruments
34	30	Knowing developmental issues and needs of minority populations
35	33	Using career counseling approaches which accommodate cultural, ethnic and racial issues
47	32	Knowing and understanding current career development theories and models as they apply to adult development
49	22	Knowing and applying current career development theories and models as they apply to ethnic background
53	26	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
63	23	Designing and evaluating training programs
65	22	Writing training materials, preparing media and materials for use in presentations
66	31	Conducting needs assessments
67	24	Relating and aligning program goals to organization's overall goals
72	23	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
75	33	Conducting on-going and formal evaluation of career development programs and services
76	22	Identifying best methods of promoting services to target populations

COLLEGE/UNIVERSITY

Item #	%	Training Topic
7	23	Challenging and encouraging clients to take action to prepare for and initiate transitions
12	31	Accessing, understanding and interpreting labor market information/job trends
15	31	Finding career development resources (laser disc, videotapes, written sources) and building a network to share information about these resources
22	25	Selecting assessment instruments/techniques appropriate to individual or group
23	23	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	33	Keeping up-to-date with newly developed assessment instruments and techniques
34	32	Knowing developmental issues and needs of minority populations
35	36	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	27	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
39	25	Understanding the impact of one's own culture, gender, and ethnicity in working with specific populations
42	23	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	23	Knowing and understanding current career development theories and models as they apply to adult development
48	23	Knowing and understanding current career development theories and models as they apply to gender
49	27	Knowing and understanding current career development theories and model as they apply to ethnic background
53	27	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
66	23	Conducting needs assessments
69	31	Obtaining financial support for program, manage budget and maximize resources
72	23	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
75	30	Conducting on-going and formal evaluation of career development programs and services
76	37	Identifying best methods of promoting services to target populations

COMMUNITY AGENCIES

Item #	%	Training Topic
3	23	Understanding how to support clients through transitions
7	31	Challenging and encouraging clients to take action to prepare for and initiate transitions
12	23	Accessing, understanding and interpreting labor market information/job trends
13	26	Training clients to access and understanding labor market and occupational information
14	26	Using computer based information and career planning systems and training clients in their use
15	23	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
19	33	Knowing wide range of education and training resources including sources of financial support
23	23	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	48	Keeping up to date with newly developed assessment instruments/techniques
25	23	Using instruments/techniques to assess client's transferable skills
31	25	Matching individual's skills, values, interests, personality to job requirements
32	28	Interpreting or facilitating client's understanding assessment results
33	28	Knowing and using computer-assisted assessment instruments
34	26	Knowing developmental issues and needs of minority populations
35	30	Using career counseling approaches which accommodate cultural, ethnic and racial issues
37	28	Developing community resources and linkages for clients with special needs
39	30	Understanding the impact of one's own culture, gender, and ethnicity in working with specific populations
40	24	Knowing and applying state and federal statutes related to client confidentiality
42	31	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	31	Knowing and understanding current career development theories and models as they apply to adult development
51	25	Knowing and applying models and techniques for career planning and placement
63	26	Designing and evaluating training programs
64	23	Adapting training to needs of individual, group or organization
65	31	Writing training materials, preparing media and materials for use in presentations
66	26	Conducting needs assessments
70	25	Working as lead person in developing and implementing career development programs involving collaborative relationships with others
72	28	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
75	33	Conducting on-going and formal evaluation of career development programs and services
78	28	Making presentations and personal contacts to promote program

COMMUNITY COLLEGE

Item #	%	Training Topic
3	28	Understanding how to support clients through transitions
6	28	Facilitating client's career decision-making and goal setting
7	30	Challenging and encouraging clients to take action to prepare for and initiate transitions
12	37	Accessing, understanding and interpreting labor market information/job trends
15	32	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
18	22	Knowing community, organizational and professional resources for client referral
20	24	Developing and maintaining a comprehensive career resource center
21	22	Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service
22	28	Selecting assessment instruments/techniques appropriate to individual or group
23	42	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	39	Keeping up to date with newly developed assessment instruments/techniques
25	25	Using instruments/techniques to assess client's transferable skills
30	22	Using instruments/techniques to assess client's aptitudes
31	25	Matching individual's skills, values, interests, personality to job requirements
32	22	Interpreting or facilitating client's understanding assessment results
33	28	Knowing and using computer-assisted assessment instruments
34	29	Knowing developmental issues and needs of minority populations
35	38	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	30	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
39	24	Understanding the impact of one's own culture, gender, and ethnicity in working with specific populations
40	24	Knowing and applying state and federal statutes related to client confidentiality
42	34	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	22	Determining appropriate ethical courses of action in special situations
44	22	Knowing and applying ethical/legal issues in using computer assisted career development methods
47	30	Knowing and understanding current career development theories and models as they apply to adult development
49	29	Knowing and understanding current career development theories and models as they apply to ethnic background
50	22	Knowing and understanding current career development theories and models as they apply to age
53	25	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
63	24	Designing and evaluating training programs
65	28	Writing training materials, preparing media and materials for use in presentations
72	22	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
75	24	Conducting on-going and formal evaluation of career development programs and services
76	24	Identifying best methods of promoting services to target populations

EMPLOYMENT SECURITY COMMISSION

Item #	%	Training Topic
3	21	Understanding how to support clients through transitions
7	21	Challenging and encouraging clients to take action to prepare for and initiate transitions
12	23	Accessing, understanding and interpreting labor market information/job trends
14	28	Using computer based information and career planning systems and training clients in their use
20	30	Developing and maintaining a comprehensive career resource center
24	28	Keeping up to date with newly developed assessment instruments/techniques
25	28	Using instruments/techniques to assess client's transferable skills
29	23	Using instruments/techniques to assess client's work style
33	30	Knowing and using computer-assisted assessment instruments
36	23	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
42	23	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	26	Knowing and understanding current career development theories and models as they apply to adult development

JTPA

Item #	%	Training Topic
1	23	Establishing and maintaining productive relationships with clients
3	25	Understanding how to support clients through transitions
4	23	Assisting clients in achieving a balance in work, family, leisure, and community activities
5	23	Effectively using listening, clarifying, confronting techniques
6	23	Facilitating client's career decision-making and goal setting
7	23	Challenging and encouraging clients to take action to prepare for and initiate transitions
12	27	Accessing, understanding and interpreting labor market information/job trends
15	28	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
18	28	Knowing community, organizational and professional resources for client referral
19	27	Knowing wide range of education and training resources including sources of financial support
20	25	Developing and maintaining a comprehensive career resource center
22	44	Selecting assessment instruments/techniques appropriate to individual or group
23	37	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
25	24	Using instruments/techniques to assess client's transferable skills
31	35	Matching individual's skills, values, interests, personality to job requirements
34	23	Knowing developmental issues and needs of minority populations
35	34	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	34	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
37	24	Developing community resources and linkages for clients with special needs
42	30	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	23	Knowing and understanding current career development theories and models as they apply to adult development
51	24	Knowing and applying models and techniques for career planning and placement
53	23	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
54	27	Providing knowledge of a comprehensive job search process
58	25	Training clients in skills needed to retain jobs
60	30	Promoting placement of clients by maintaining and expanding employer contacts
63	30	Designing and evaluating training programs
64	24	Adapting training to needs of individual, group or organization
66	24	Conducting needs assessments
73	24	Hiring, training, supervising and evaluating staff
74	27	Writing proposals and formal reports
76	34	Identifying best methods of promoting services to target populations

MILITARY

Item #	%	Training Topic
3	32	Understanding how to support clients through transitions
5	23	Effectively using listening, clarifying, confronting techniques
6	23	Facilitating client's career decision-making and goal setting
7	26	Challenging and encouraging clients to take action to prepare for and initiate transitions
9	29	Encouraging clients to acquire skills needed to make career transitions
12	32	Accessing, understanding and interpreting labor market information/job trends
13	29	Training clients to access and understanding labor market and occupational information
14	26	Using computer based information and career planning systems and training clients in their use
15	32	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
18	32	Knowing community, organizational and professional resources for client referral
19	35	Knowing wide range of education and training resources including sources of financial support
20	32	Developing and maintaining a comprehensive career resource center
21	29	Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service
24	23	Keeping up to date with newly developed assessment instruments/techniques
25	29	Using instruments/techniques to assess client's transferable skills
26	26	Using instruments/techniques to assess client's values
29	23	Using instruments/techniques to assess client's work style
30	26	Using instruments/techniques to assess client's aptitudes
31	35	Matching individual's skills, values, interests, personality to job requirements
32	23	Interpreting or facilitating client's understanding assessment results
33	35	Knowing and using computer-assisted assessment instruments
39	23	Understanding the impact of one's own culture, gender, and ethnicity in working with specific populations
42	23	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	23	Determining appropriate ethical courses of action in special situations
51	23	Knowing and applying models and techniques for career planning and placement
52	26	Understanding the connection of career development to pre-retirement planning
54	35	Providing knowledge of a comprehensive job search process
55	29	Assisting clients to develop effective resumes using up-to-date style, format, and content
57	26	Coaching clients in effective interviewing skills
58	23	Training clients in skills needed to retain jobs
59	23	Providing information or sources of information for clients to use in locating potential jobs
62	32	Developing strong presentation skills
63	26	Designing and evaluating training programs
65	23	Writing training materials, preparing media and materials for use in presentations
66	29	Conducting needs assessments

Item #	%	Training Topic
67	23	Relating and aligning program goals to organization's overall goals
68	32	Conveying program goals and gaining support from key personnel in positions of authority
69	35	Obtaining financial support for program, manage budget and maximize resources
72	26	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
74	29	Writing proposals and formal reports
75	29	Conducting on-going and formal evaluation of career development programs and services
76	35	Identifying best methods of promoting services to target populations
80	23	Building coalitions of career development facilitators from varied work settings
81	29	Writing and producing promotional material
82	29	Developing a network with print, broadcast, and community personnel to promote program and services

PRIVATE PRACTICE

Item#	%	Training Topic
12	28	Accessing, understanding and interpreting labor market information/job trends
23	25	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	38	Keeping up to date with newly developed assessment instruments/techniques
35	25	Using career counseling approaches which accommodate cultural, ethnic and racial issues
47	25	Knowing and understanding current career development theories and models as they apply
65	27	Writing training materials, preparing media and materials for use in presentations
76	36	Identifying best methods of promoting services to target populations
42	26	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
82	25	Developing a network with print, broadcast, and community personnel to promote program and services
15	24	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
22	24	Selecting assessment instruments/techniques appropriate to individual or group
52	24	Understanding the connection of career development to pre-retirement planning
14	22	Accessing, understanding and interpreting labor market information/job trends
74	22	Writing proposals and formal reports

TRADE/TECHNICAL SCHOOLS

Item #	%	Training Topic
3	22	Understanding how to support clients through transitions
4	22	Assisting clients in achieving a balance in work, family, leisure, and community activities
12	28	Accessing, understanding and interpreting labor market information/job trends
22	24	Selecting assessment instruments/techniques appropriate to individual or group
24	28	Keeping up to date with newly developed assessment instruments/techniques
25	22	Using instruments/techniques to assess client's transferable skills
26	22	Using instruments/techniques to assess client's values
31	22	Matching individual's skills, values, interests, personality to job requirements
33	22	Knowing and using computer-assisted assessment instruments
35	22	Using career counseling approaches which accommodate cultural, ethnic and racial issues
53	22	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
62	33	Developing strong presentation skills
65	33	Writing training materials, preparing media and materials for use in presentations
66	33	Conducting needs assessments
67	22	Relating and aligning program goals to organization's overall goals
68	28	Conveying program goals and gaining support from key personnel in positions of authority
69	28	Obtaining financial support for program, manage budget and maximize resources
70	28	Working as lead person in developing and implementing career development programs involving collaborative relationships with others
72	22	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
75	28	Conducting on-going and formal evaluation of career development programs and services
76	22	Identifying best methods of promoting services to target populations
78	39	Making presentations and personal contacts to promote program.
81	33	Writing and producing promotional material
82	22	Developing a network with print, broadcast, and community personnel to promote program and services

VOCATIONAL REHABILITATION

Item #	%	Training Topic
12	31	Accessing, understanding and interpreting labor market information/job trends
14	28	Using computer based information and career planning systems and training clients in their use
15	27	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
20	26	Developing and maintaining a comprehensive career resource center
21	22	Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service
23	23	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	26	Keeping up to date with newly developed assessment instruments/techniques
25	22	Using instruments/techniques to assess client's transferable skills
36	24	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
42	31	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	22	Determining appropriate ethical courses of action in special situations
51	23	Knowing and applying models and techniques for career planning and placement
54	26	Providing knowledge of a comprehensive job search process
55	22	Assisting clients to develop effective resumes using up-to-date style, format, and content
60	22	Promoting placement of clients by maintaining and expanding employer contacts
72	32	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
76	22	Identifying best methods of promoting services to target populations
78	27	Making presentations and personal contacts to promote program

FACILITATOR SKILL ITEMS - BY SUB-GROUP

ADULT EDUCATION

Item #	%	Facilitator Skill Item
1	89	Establishing and maintaining productive relationships with clients
2	93	Establishing and maintaining a climate of trust
3	86	Understanding how to support clients through transitions
4	70	Assisting clients in achieving a balance in work, family, leisure and community activities
5	94	Effectively using listening, clarifying, confronting techniques
6	84	Facilitating clients' career decision-making and goal setting
7	86	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	79	Encouraging clients to obtain and understand relevant information and experience
9	75	Encouraging clients to acquire skills needed to make career transitions
10	74	Identifying and understanding clients' progress toward career development goals
11	79	Recognizing the need to refer clients to appropriate resources
18	84	Knowing community, organizational and professional resources for client referral
19	77	Knowing wide range of educational and training resources including sources of financial support
25	72	Using instruments/techniques to assess client's transferable skills
27	79	Using instruments/techniques to assess client's interests
31	77	Matching individual's skills, values, interests, personality to job requirements
32	77	Interpreting or facilitating client's understanding of assessment results
40	77	Knowing and applying state and federal statutes related to client confidentiality
41	75	Knowing and applying ethical standards set by relevant professional organizations
47	70	Knowing and understanding current career development theories and models as they apply to adult development
62	70	Developing strong presentation skills
67	70	Relating goals and aligning program goals to organization's overall goals
68	72	Conveying program goals and gaining support from key personnel in positions of authority
69	73	Obtaining financial support for program, manage budget and maximize resources
72	70	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
77	77	Being customer focused and willing to provide services convenient to clients

BUSINESS/INDUSTRY

Item #	%	Facilitator Skill Item
1	91	Establishing and maintaining productive relationships with clients
2	95	Establishing and maintaining a climate of trust
3	82	Understanding how to support clients through transitions
5	86	Effectively using listening, clarifying, confronting techniques
6	81	Facilitating clients' career decision-making and goal setting
7	82	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	79	Encouraging clients to obtain and understand relevant information and experience
9	83	Encouraging clients to acquire skills needed to make career transitions
10	71	Identifying and understanding clients' progress toward career development goals
11	77	Recognizing the need to refer clients to appropriate resources
22	70	Selecting assessment instruments/techniques appropriate to individual or group
31	75	Matching individual's skills, values, interests, personality to job requirements
32	71	Interpreting or facilitating client's understanding of assessment results
47	70	Knowing and understanding current career development theories and models as they apply to adult development
61	74	Identifying career development goals and provide relevant training
64	72	Adapting training to needs of individual, group or organization
66	72	Conducting needs assessments
67	74	Relating and aligning program goals to organization's overall goals
68	75	Conveying program goals and gaining support from key personnel in positions of authority
77	80	Being customer focused and willing to provide services convenient to clients

COLLEGE/UNIVERSITY

Item #	%	Facilitator Skill Item
1	89	Establishing and maintaining productive relationships with clients
2	92	Establishing and maintaining a climate of trust
3	87	Understanding how to support clients through transitions
5	90	Effectively using listening, clarifying, confronting techniques
6	96	Facilitating clients' career decision-making and goal setting
7	85	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	92	Encouraging clients to obtain and understand relevant information and experience
9	89	Encouraging clients to acquire skills needed to make career transitions
10	84	Identifying and understanding clients' progress toward career development goals
11	83	Recognizing the need to refer clients to appropriate resources
12	76	Accessing, understanding and interpreting labor market information/job trends
13	70	Training clients to access and understand labor market and occupational information
16	82	Assisting clients to access realistic information through opportunities such as information interviews or job shadowing
18	78	Knowing community, organizational and professional resources for client referral
20	73	Developing and maintaining a comprehensive career resource center
22	76	Selecting assessment instruments/techniques appropriate to individual or group
24	72	Keeping up to date with newly developed assessment instruments/techniques
25	72	Using instruments/techniques to assess client's transferable skills
26	74	Using instruments/techniques to assess client's values
27	80	Using instruments/techniques to assess client's interests
29	77	Using instruments/techniques to assess client's work style/personality
31	80	Matching individual's skills, values, interests, personality to job requirements
32	83	Interpreting or facilitating client's understanding of assessment results
34	74	Knowing developmental issues and needs of minority populations
35	79	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	73	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
39	80	Understanding the impact of one's own culture, gender and ethnicity in working with specific populations
40	77	Knowing and applying state and federal statutes related to client confidentiality
41	82	Knowing and applying ethical standards set by relevant professional organizations
42	74	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	76	Determining appropriate ethical course of action in special situations
47	78	Knowing and understanding current career development theories and models as they apply to adult development
48	72	Knowing and understanding current career development theories and models as they apply to gender
50	71	Knowing and understanding current career development theories and models as they apply to age
51	74	Knowing and applying models and techniques for career planning and placement
53	76	Recognizing the changing roles of women and men and their impact on work, education, family and leisure

Item #	%	Facilitator Skill Item
54	84	Providing knowledge of a comprehensive job search process
55	77	Assisting clients to develop effective resumes using up-to-date style, format and content
57	82	Coaching clients in effective interviewing skills
59	80	Providing information or sources of information for clients to use in locating potential jobs
61	75	Identifying career development goals and provide relevant training
62	72	Developing strong presentation skills
64	73	Adapting training to needs of individual, group or organization
67	71	Relating and aligning program goals to organization's overall goals
68	78	Conveying program goals and gaining support from key personnel in positions of authority
69	70	Obtaining financial support for program, manage budget and maximize resources
76	72	Identifying best methods of promoting services to target populations
77	83	Being customer focused and willing to provide services convenient to clients
78	71	Making presentations and personal contacts to promote program

COMMUNITY AGENCIES

Item #	%	Facilitator Skill Item
1	94	Establishing and maintaining productive relationships with clients
2	96	Establishing and maintaining a climate of trust
3	90	Understanding how to support clients through transitions
5	90	Effectively using listening, clarifying, confronting techniques
6	87	Facilitating clients' career decision-making and goal setting
7	89	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	88	Encouraging clients to obtain and understand relevant information and experience
9	83	Encouraging clients to acquire skills needed to make career transitions
10	80	Identifying and understanding clients' progress toward career development goals
11	87	Recognizing the need to refer clients to appropriate resources
18	90	Knowing community, organizational and professional resources for client referral
19	81	Knowing wide range of educational and training resources including sources of financial support
22	74	Selecting assessment instruments/techniques appropriate to individual or group
24	78	Keeping up to date with newly developed assessment instruments/techniques
25	73	Using instruments/techniques to assess client's transferable skills
27	77	Using instruments/techniques to assess client's interests
30	70	Using instruments/techniques to assess client's aptitudes
31	86	Matching individual's skills, values, interests, personality to job requirements
32	87	Interpreting or facilitating client's understanding of assessment results
35	77	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	75	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
37	74	Developing community resources and linkages for clients with special needs
39	77	Understanding the impact of one's own culture, gender and ethnicity in working with specific populations
40	82	Knowing and applying state and federal statutes related to client confidentiality
41	83	Knowing and applying ethical standards set by relevant professional organizations
42	86	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	82	Determining appropriate ethical course of action in special situations
47	79	Knowing and understanding current career development theories and models as they apply to adult development
51	78	Knowing and applying models and techniques for career planning and placement
53	74	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
54	93	Providing knowledge of a comprehensive job search process
55	75	Assisting clients to develop effective resumes using up-to-date style, format and content
57	85	Coaching clients in effective interviewing skills
59	77	Providing information or sources of information for clients to use in locating potential jobs
62	82	Developing strong presentation skills
64	70	Adapting training to needs of individual, group or organization

Item #	%	Facilitator Skill Item
66	70	Conducting needs assessments
68	71	Conveying program goals and gaining support from key personnel in positions of authority
69	72	Obtaining financial support for program, manage budget and maximize resources
72	70	Developing and using leadership, strategic planning, conflict resolution and collaboration skills
77	76	Being customer focused and willing to provide services convenient to clients
78	74	Making presentations and personal contacts to promote program

COMMUNITY COLLEGE

Item#	%	Facilitator Skill Item
1	87	Establishing and maintaining productive relationships with clients
2	92	Establishing and maintaining a climate of trust
3	93	Understanding how to support clients through transitions
5	93	Effectively using listening, clarifying, confronting techniques
6	94	Facilitating clients' career decision-making and goal setting
7	89	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	95	Encouraging clients to obtain and understand relevant information and experience
9	84	Encouraging clients to acquire skills needed to make career transitions
10	88	Identifying and understanding clients' progress toward career development goals
11	83	Recognizing the need to refer clients to appropriate resources
12	76	Accessing, understanding and interpreting labor market information/job trends
13	76	Training clients to access and understand labor market and occupational information
16	73	Assisting clients to access realistic information through opportunities such as information interviews or job shadowing
18	83	Knowing community, organizational and professional resources for client referral
19	82	Knowing wide range of educational and training resources including sources of financial support
20	76	Developing and maintaining a comprehensive career resource center
22	80	Selecting assessment instruments/techniques appropriate to individual or group
23	76	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	75	Keeping up to date with newly developed assessment instruments/techniques
25	77	Using instruments/techniques to assess client's transferable skills
26	75	Using instruments/techniques to assess client's values
27	83	Using instruments/techniques to assess client's interests
28	75	Using instruments/techniques to assess client's work environment preferences
29	77	Using instruments/techniques to assess client's work style/personality
31	84	Matching individual's skills, values, interests, personality to job requirements
32	89	Interpreting or facilitating client's understanding of assessment results
34	74	Knowing developmental issues and needs of minority populations
35	78	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	76	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
39	78	Understanding the impact of one's own culture, gender and ethnicity in working with specific populations
40	75	Knowing and applying state and federal statutes related to client confidentiality
41	79	Knowing and applying ethical standards set by relevant professional organizations
42	77	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	75	Determining appropriate ethical course of action in special situations
47	77	Knowing and understanding current career development theories and models as they apply to adult development
51	70	Knowing and applying models and techniques for career planning and placement

Item #	%	Facilitator Skill Item
53	74	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
54	79	Providing knowledge of a comprehensive job search process
55	79	Assisting clients to develop effective resumes using up-to-date style, format and content
57	75	Coaching clients in effective interviewing skills
59	72	Providing information or sources of information for clients to use in locating potential jobs
76	70	Identifying best methods of promoting services to target populations
77	79	Being customer focused and willing to provide services convenient to clients
78	70	Making presentations and personal contacts to promote program

EMPLOYMENT SECURITY COMMISSION

Item#	%	Facilitator Skill Item
1	93	Establishing and maintaining productive relationships with clients
2	93	Establishing and maintaining a climate of trust
3	89	Understanding how to support clients through transitions
5	96	Effectively using listening, clarifying, confronting techniques
6	95	Facilitating clients' career decision-making and goal setting
7	82	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	89	Encouraging clients to obtain and understand relevant information and experience
9	89	Encouraging clients to acquire skills needed to make career transitions
10	86	Identifying and understanding clients' progress toward career development goals
11	90	Recognizing the need to refer clients to appropriate resources
12	93	Accessing, understanding and interpreting labor market information/job trends
18	82	Knowing community, organizational and professional resources for client referral
19	82	Knowing wide range of educational and training resources including sources of financial support
21	77	Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service
27	74	Using instruments/techniques to assess client's interests
30	77	Using instruments/techniques to assess client's aptitudes
31	83	Matching individual's skills, values, interests, personality to job requirements
32	82	Interpreting or facilitating client's understanding of assessment results
37	75	Developing community resources and linkages for clients with special needs
41	70	Knowing and applying ethical standards set by relevant professional organizations
42	74	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	70	Knowing and understanding current career development theories and models as they apply to adult development
54	91	Providing knowledge of a comprehensive job search process
55	84	Assisting clients to develop effective resumes using up-to-date style, format and content
56	88	Providing information or sources of information for clients to use in locating potential jobs
57	86	Coaching clients in effective interviewing skills
58	72	Training clients in skills needed to retain jobs
59	95	Providing information or sources of information for clients to use in locating potential jobs
77	72	Being customer focused and willing to provide services convenient to clients

JTPA

Item#	%	Facilitator Skill Item
1	97	Establishing and maintaining productive relationships with clients
2	97	Establishing and maintaining a climate of trust
3	83	Understanding how to support clients through transitions
5	86	Effectively using listening, clarifying, confronting techniques
6	97	Facilitating clients' career decision-making and goal setting
7	86	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	76	Encouraging clients to obtain and understand relevant information and experience
9	84	Encouraging clients to acquire skills needed to make career transitions
10	86	Identifying and understanding clients' progress toward career development goals
11	86	Recognizing the need to refer clients to appropriate resources
12	79	Accessing, understanding and interpreting labor market information/job trends
16	70	Assisting clients to access realistic information through opportunities such as information interviews or job shadowing
18	84	Knowing community, organizational and professional resources for client referral
19	85	Knowing wide range of educational and training resources including sources of financial support
20	73	Developing and maintaining a comprehensive career resource center
21	72	Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service
22	79	Selecting assessment instruments/techniques appropriate to individual or group
24	72	Keeping up to date with newly developed assessment instruments/techniques
25	81	Using instruments/techniques to assess client's transferable skills
27	83	Using instruments/techniques to assess client's interests
30	82	Using instruments/techniques to assess client's aptitudes
31	88	Matching individual's skills, values, interests, personality to job requirements
32	74	Interpreting or facilitating client's understanding of assessment results
35	72	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	76	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
37	76	Developing community resources and linkages for clients with special needs
38	71	Advocating career developing for and employment of special populations
40	82	Knowing and applying state and federal statutes related to client confidentiality
42	79	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	72	Determining appropriate ethical course of action in special situations
51	75	Knowing and applying models and techniques for career planning and placement
54	96	Providing knowledge of a comprehensive job search process
55	81	Assisting clients to develop effective resumes using up-to-date style, format and content
56	82	Providing information or sources of information for clients to use in locating potential jobs
57	88	Coaching clients in effective interviewing skills
58	79	Training clients in skills needed to retain jobs
59	86	Providing information or sources of information for clients to use in locating potential jobs

Item #	%	Facilitator Skill Item
60	79	Promoting placement of clients by maintaining and expanding employer contacts
61	87	Identifying career development goals and provide relevant training
62	75	Developing strong presentation skills
63	73	Designing and evaluating training programs
64	77	Adapting training to needs of individual, group or organization
66	77	Conducting needs assessments
69	70	Obtaining financial support for program, manage budget and maximize resources
77	79	Being customer focused and willing to provide services convenient to clients

MILITARY

Item#	%	Facilitator Skill Item
1	93	Establishing and maintaining productive relationships with clients
2	97	Establishing and maintaining a climate of trust
3	91	Understanding how to support clients through transitions
5	87	Effectively using listening, clarifying, confronting techniques
6	84	Facilitating clients' career decision-making and goal setting
7	87	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	87	Encouraging clients to obtain and understand relevant information and experience
9	94	Encouraging clients to acquire skills needed to make career transitions
10	84	Identifying and understanding clients' progress toward career development goals
11	94	Recognizing the need to refer clients to appropriate resources
12	77	Accessing, understanding and interpreting labor market information/job trends
13	71	Training clients to access and understand labor market and occupational information
14	71	Using computer-based information and career planning systems and training clients in their use
15	71	Finding career development resources (laser discs, videotapes, written sources) and building a network to share information about these resources
18	87	Knowing community, organizational and professional resources for client referral
19	90	Knowing wide range of educational and training resources including sources of financial support
20	74	Developing and maintaining a comprehensive career resource center
21	78	Providing information about skill development opportunities such as apprenticeships, volunteer work, co-operative arrangements, military service
24	70	Keeping up to date with newly developed assessment instruments/techniques
25	71	Using instruments/techniques to assess client's transferable skills
27	74	Using instruments/techniques to assess client's interests
31	74	Matching individual's skills, values, interests, personality to job requirements
32	77	Interpreting or facilitating client's understanding of assessment results
39	70	Understanding the impact of one's own culture, gender and ethnicity in working with specific populations
47	71	Knowing and understanding current career development theories and models as they apply to adult development
51	71	Knowing and applying models and techniques for career planning and placement
52	74	Understanding the connection of career development to pre-retirement planning
53	74	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
54	77	Providing knowledge of a comprehensive job search process
55	74	Assisting clients to develop effective resumes using up-to-date style, format and content
57	74	Coaching clients in effective interviewing skills
61	74	Identifying career development goals and provide relevant training
62	90	Developing strong presentation skills
63	74	Designing and evaluating training programs
64	87	Adapting training to needs of individual, group or organization
65	81	Writing training materials, prepare media and materials for use in presentations
66	71	Conducting needs assessments

Item #	%	Facilitator Skill Item
67	74	Relating and aligning program goals to organization's overall goals
69	74	Obtaining financial support for program, manage budget and maximize resources
68	74	Conveying program goals and gaining support from key personnel in positions of authority
71	71	Identifying and meeting qualitative and quantitative standards
75	74	Conducting on-going and formal evaluation of career development programs an services
76	84	Identifying best methods of promoting services to target populations
77	90	Being customer focused and willing to provide services convenient to clients
78	84	Making presentations and personal contacts to promote program
79	71	Providing reports of program successes to funding sources and program advocates
80	77	Building coalitions of career development facilitators from varied work settings
82	74	Developing a network with print, broadcast and community personnel to promote programs and services

PRIVATE PRACTICE

Item#	%	Facilitator Skill Item
1	95	Establishing and maintaining productive relationships with clients
2	98	Establishing and maintaining a climate of trust
3	93	Understanding how to support clients through transitions
5	90	Effectively using listening, clarifying, confronting techniques
6	93	Facilitating clients' career decision-making and goal setting
7	90	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	82	Encouraging clients to obtain and understand relevant information and experience
9	86	Encouraging clients to acquire skills needed to make career transitions
10	85	Identifying and understanding clients' progress toward career development goals
11	84	Recognizing the need to refer clients to appropriate resources
12	78	Accessing, understanding and interpreting labor market information/job trends
16	77	Assisting clients to access realistic information through opportunities such as information interviews or job shadowing
18	85	Knowing community, organizational and professional resources for client referral
22	79	Selecting assessment instruments/techniques appropriate to individual or group
23	73	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	73	Keeping up to date with newly developed assessment instruments/techniques
25	80	Using instruments/techniques to assess client's transferable skills
26	73	Using instruments/techniques to assess client's values
27	84	Using instruments/techniques to assess client's interests
28	78	Using instruments/techniques to assess client's work environment preferences
29	78	Using instruments/techniques to assess client's work style/personality
31	85	Matching individual's skills, values, interests, personality to job requirements
32	89	Interpreting or facilitating client's understanding of assessment results
41	80	Knowing and applying ethical standards set by relevant professional organizations
40	77	Knowing and applying state and federal statutes related to client confidentiality
43	75	Determining appropriate ethical course of action in special situations
47	70	Knowing and understanding current career development theories and models as they apply to adult development
51	77	Knowing and applying models and techniques for career planning and placement
53	73	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
54	89	Providing knowledge of a comprehensive job search process
55	82	Assisting clients to develop effective resumes using up-to-date style, format and content
57	84	Coaching clients in effective interviewing skills
59	76	Providing information or sources of information for clients to use in locating potential jobs
61	70	Identifying career development goals and provide relevant training
76	76	Identifying best methods of promoting services to target populations
77	81	Being customer focused and willing to provide services convenient to clients
78	79	Making presentations and personal contacts to promote program

TRADE/TECHNICAL SCHOOLS

Item#	%	Facilitator Skill Item
1	100	Establishing and maintaining productive relationships with clients
2	100	Establishing and maintaining a climate of trust
3	83	Understanding how to support clients through transitions
5	95	Effectively using listening, clarifying, confronting techniques
6	89	Facilitating clients' career decision-making and goal setting
7	72	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	83	Encouraging clients to obtain and understand relevant information and experience
9	83	Encouraging clients to acquire skills needed to make career transitions
10	72	Identifying and understanding clients' progress toward career development goals
11	78	Recognizing the need to refer clients to appropriate resources
12	78	Accessing, understanding and interpreting labor market information/job trends
18	72	Knowing community, organizational and professional resources for client referral
20	72	Developing and maintaining a comprehensive career resource center
22	95	Selecting assessment instruments/techniques appropriate to individual or group
23	72	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
24	78	Keeping up to date with newly developed assessment instruments/techniques
27	72	Using instruments/techniques to assess client's interests
29	78	Using instruments/techniques to assess client's work style/personality
31	83	Matching individual's skills, values, interests, personality to job requirements
32	78	Interpreting or facilitating client's understanding of assessment results
40	78	Knowing and applying state and federal statutes related to client confidentiality
41	89	Knowing and applying ethical standards set by relevant professional organizations
42	83	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	73	Knowing and understanding current career development theories and models as they apply to adult development
51	73	Knowing and applying models and techniques for career planning and placement
53	72	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
54	83	Providing knowledge of a comprehensive job search process
55	83	Assisting clients to develop effective resumes using up-to-date style, format and content
57	77	Coaching clients in effective interviewing skills
58	72	Training clients in skills needed to retain jobs
59	88	Providing information or sources of information for clients to use in locating potential jobs
61	73	Identifying career development goals and provide relevant training
62	78	Developing strong presentation skills
66	72	Conducting needs assessments
69	72	Obtaining financial support for program, manage budget and maximize resources
76	78	Identifying best methods of promoting services to target populations
77	77	Being customer focused and willing to provide services convenient to clients
78	77	Making presentations and personal contacts to promote program

VOCATIONAL REHABILITATION

Item#	%	Facilitator Skill Item
1	91	Establishing and maintaining productive relationships with clients
2	94	Establishing and maintaining a climate of trust
3	85	Understanding how to support clients through transitions
5	91	Effectively using listening, clarifying, confronting techniques
6	83	Facilitating clients' career decision-making and goal setting
7	74	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	80	Encouraging clients to obtain and understand relevant information and experience
9	78	Encouraging clients to acquire skills needed to make career transitions
10	77	Identifying and understanding clients' progress toward career development goals
11	81	Recognizing the need to refer clients to appropriate resources
12	77	Accessing, understanding and interpreting labor market information/job trends
18	88	Knowing community, organizational and professional resources for client referral
19	85	Knowing wide range of educational and training resources including sources of financial support
31	82	Matching individual's skills, values, interests, personality to job requirements
32	74	Interpreting or facilitating client's understanding of assessment results
40	84	Knowing and applying state and federal statutes related to client confidentiality
41	84	Knowing and applying ethical standards set by relevant professional organizations
42	92	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	73	Determining appropriate ethical course of action in special situations
54	84	Providing knowledge of a comprehensive job search process
56	74	Providing information regarding proper way to complete a job application
57	82	Coaching clients in effective interviewing skills
58	76	Training clients in skills needed to retain jobs
59	84	Providing information or sources of information for clients to use in locating potential jobs
60	77	Promoting placement of clients by maintaining and expanding employer contacts
61	70	Identifying career development goals and provide relevant training
77	77	Being customer focused and willing to provide services convenient to clients

NCDA ITEMS - BY SUB-GROUP

ADULT EDUCATION

Item #	%	NCDA Skill Item
1	89	Establishing and maintaining productive relationships with clients
4	70	Assisting clients in achieving a balance in work, family, leisure and community activities
6	84	Facilitating clients' career decision-making and goal setting
7	86	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	79	Encouraging clients to obtain and understand relevant information and experience
9	75	Encouraging clients to acquire skills needed to make career transitions
10	74	Identifying and understanding clients' progress toward career development goals
18	84	Knowing community, organizational and professional resources for client referral
19	77	Knowing wide range of educational and training resources including sources of financial support
27	79	Using instruments/techniques to assess client's interests
32	77	Interpreting or facilitating client's understanding of assessment results
40	77	Knowing and applying state and federal statutes related to client confidentiality
41	75	Knowing and applying ethical standards set by relevant professional organizations
47	70	Knowing and understanding current career development theories and models as they apply to adult development
68	72	Conveying program goals and gaining support from key personnel in positions of authority

BUSINESS/INDUSTRY

Item #	%	NCDA Skill Item
1	91	Establishing and maintaining productive relationships with clients
6	81	Facilitating clients' career decision-making and goal setting
7	82	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	79	Encouraging clients to obtain and understand relevant information and experience
9	83	Encouraging clients to acquire skills needed to make career transitions
10	71	Identifying and understanding clients' progress toward career development goals
22	70	Selecting assessment instruments/techniques appropriate to individual or group
32	71	Interpreting or facilitating client's understanding of assessment results
47	70	Knowing and understanding current career development theories and models as they apply to adult development
66	72	Conducting needs assessments
68	75	Conveying program goals and gaining support from key personnel in positions of authority

COLLEGE/UNIVERSITY

Item #	%	NCDA Skill Item
1	89	Establishing and maintaining productive relationships with clients
6	96	Facilitating clients' career decision-making and goal setting
7	85	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	92	Encouraging clients to obtain and understand relevant information and experience
9	89	Encouraging clients to acquire skills needed to make career transitions
10	84	Identifying and understanding clients' progress toward career development goals
12	76	Accessing, understanding and interpreting labor market information/job trends
18	78	Knowing community, organizational and professional resources for client referral
20	73	Developing and maintaining a comprehensive career resource center
22	76	Selecting assessment instruments/techniques appropriate to individual or group
26	74	Using instruments/techniques to assess client's values
27	80	Using instruments/techniques to assess client's interests
29	77	Using instruments/techniques to assess client's work style/personality
32	83	Interpreting or facilitating client's understanding of assessment results
34	74	Knowing developmental issues and needs of minority populations
35	79	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	73	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
40	77	Knowing and applying state and federal statutes related to client confidentiality
41	82	Knowing and applying ethical standards set by relevant professional organizations
42	74	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	76	Determining appropriate ethical course of action in special situations
47	78	Knowing and understanding current career development theories and models as they apply to adult development
48	72	Knowing and understanding current career development theories and models as they apply to gender
50	71	Knowing and understanding current career development theories and models as they apply to age
51	74	Knowing and applying models and techniques for career planning and placement
53	76	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
59	80	Providing information or sources of information for clients to use in locating potential jobs
68	78	Conveying program goals and gaining support from key personnel in positions of authority

COMMUNITY AGENCIES

Item #	%	NCDA Skill Item
1	94	Establishing and maintaining productive relationships with clients
6	87	Facilitating clients' career decision-making and goal setting
7	89	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	88	Encouraging clients to obtain and understand relevant information and experience
9	83	Encouraging clients to acquire skills needed to make career transitions
10	80	Identifying and understanding clients' progress toward career development goals
18	90	Knowing community, organizational and professional resources for client referral
19	81	Knowing wide range of educational and training resources including sources of financial support
22	74	Selecting assessment instruments/techniques appropriate to individual or group
27	77	Using instruments/techniques to assess client's interests
30	70	Using instruments/techniques to assess client's aptitudes
32	87	Interpreting or facilitating client's understanding of assessment results
35	77	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	75	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
37	74	Developing community resources and linkages for clients with special needs
40	82	Knowing and applying state and federal statutes related to client confidentiality
41	83	Knowing and applying ethical standards set by relevant professional organizations
42	86	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	82	Determining appropriate ethical course of action in special situations
47	79	Knowing and understanding current career development theories and models as they apply to adult development
51	78	Knowing and applying models and techniques for career planning and placement
53	74	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
59	77	Providing information or sources of information for clients to use in locating potential jobs
66	70	Conducting needs assessments
68	71	Conveying program goals and gaining support from key personnel in positions of authority

COMMUNITY COLLEGE

Item#	%	NCDA Skill Item
1	87	Establishing and maintaining productive relationships with clients
6	94	Facilitating clients' career decision-making and goal setting
7	89	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	95	Encouraging clients to obtain and understand relevant information and experience
9	84	Encouraging clients to acquire skills needed to make career transitions
10	88	Identifying and understanding clients' progress toward career development goals
12	76	Accessing, understanding and interpreting labor market information/job trends
18	83	Knowing community, organizational and professional resources for client referral
19	82	Knowing wide range of educational and training resources including sources of financial support
20	76	Developing and maintaining a comprehensive career resource center
22	80	Selecting assessment instruments/techniques appropriate to individual or group
23	76	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
26	75	Using instruments/techniques to assess client's values
27	83	Using instruments/techniques to assess client's interests
28	75	Using instruments/techniques to assess client's work environment preferences
29	77	Using instruments/techniques to assess client's work style/personality
32	89	Interpreting or facilitating client's understanding of assessment results
34	74	Knowing developmental issues and needs of minority populations
35	78	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	76	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
40	75	Knowing and applying state and federal statutes related to client confidentiality
41	79	Knowing and applying ethical standards set by relevant professional organizations
42	77	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	75	Determining appropriate ethical course of action in special situations
47	77	Knowing and understanding current career development theories and models as they apply to adult development
51	70	Knowing and applying models and techniques for career planning and placement
53	74	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
59	72	Providing information or sources of information for clients to use in locating potential jobs

EMPLOYMENT SECURITY COMMISSION

Item#	%	NCDA Skill Item
1	93	Establishing and maintaining productive relationships with clients
6	95	Facilitating clients' career decision-making and goal setting
7	82	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	89	Encouraging clients to obtain and understand relevant information and experience
9	89	Encouraging clients to acquire skills needed to make career transitions
10	86	Identifying and understanding clients' progress toward career development goals
12	93	Accessing, understanding and interpreting labor market information/job trends
18	82	Knowing community, organizational and professional resources for client referral
19	82	Knowing wide range of educational and training resources including sources of financial support
27	74	Using instruments/techniques to assess client's interests
30	77	Using instruments/techniques to assess client's aptitudes
32	82	Interpreting or facilitating client's understanding of assessment results
37	75	Developing community resources and linkages for clients with special needs
41	70	Knowing and applying ethical standards set by relevant professional organizations
42	74	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	70	Knowing and understanding current career development theories and models as they apply to adult development
59	95	Providing information or sources of information for clients to use in locating potential jobs

JTPA

Item#	%	NCDA Skill Item
1	97	Establishing and maintaining productive relationships with clients
6	97	Facilitating clients' career decision-making and goal setting
7	86	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	76	Encouraging clients to obtain and understand relevant information and experience
9	84	Encouraging clients to acquire skills needed to make career transitions
10	86	Identifying and understanding clients' progress toward career development goals
12	79	Accessing, understanding and interpreting labor market information/job trends
18	84	Knowing community, organizational and professional resources for client referral
19	85	Knowing wide range of educational and training resources including sources of financial support
20	73	Developing and maintaining a comprehensive career resource center
22	79	Selecting assessment instruments/techniques appropriate to individual or group
27	83	Using instruments/techniques to assess client's interests
30	82	Using instruments/techniques to assess client's aptitudes
32	74	Interpreting or facilitating client's understanding of assessment results
35	72	Using career counseling approaches which accommodate cultural, ethnic and racial issues
36	76	Recognize special needs of minorities, culturally different, immigrant, disabled, older workers and persons with A.I.D.S.
37	76	Developing community resources and linkages for clients with special needs
38	71	Advocating career developing for and employment of special populations
40	82	Knowing and applying state and federal statutes related to client confidentiality
42	79	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	72	Determining appropriate ethical course of action in special situations
51	75	Knowing and applying models and techniques for career planning and placement
59	86	Providing information or sources of information for clients to use in locating potential jobs
66	77	Conducting needs assessments

MILITARY

Item#	%	NCDA Skill Item
1	93	Establishing and maintaining productive relationships with clients
6	84	Facilitating clients' career decision-making and goal setting
7	87	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	87	Encouraging clients to obtain and understand relevant information and experience
9	94	Encouraging clients to acquire skills needed to make career transitions
10	84	Identifying and understanding clients' progress toward career development goals
12	77	Accessing, understanding and interpreting labor market information/job trends
14	71	Using computer-based information and career planning systems and training clients in their use
18	87	Knowing community, organizational and professional resources for client referral
19	90	Knowing wide range of educational and training resources including sources of financial support
20	74	Developing and maintaining a comprehensive career resource center
27	74	Using instruments/techniques to assess client's interests
32	77	Interpreting or facilitating client's understanding of assessment results
47	71	Knowing and understanding current career development theories and models as they apply to adult development
51	71	Knowing and applying models and techniques for career planning and placement
53	74	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
66	71	Conducting needs assessments
68	74	Conveying program goals and gaining support from key personnel in positions of authority
75	74	Conducting on-going and formal evaluation of career development programs an services

PRIVATE PRACTICE

Item#	%	NCDA Skill Item
1	95	Establishing and maintaining productive relationships with clients
6	93	Facilitating clients' career decision-making and goal setting
7	90	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	82	Encouraging clients to obtain and understand relevant information and experience
9	86	Encouraging clients to acquire skills needed to make career transitions
10	85	Identifying and understanding clients' progress toward career development goals
12	78	Accessing, understanding and interpreting labor market information/job trends
18	85	Knowing community, organizational and professional resources for client referral
22	79	Selecting assessment instruments/techniques appropriate to individual or group
23	73	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
26	73	Using instruments/techniques to assess client's values
27	84	Using instruments/techniques to assess client's interests
28	78	Using instruments/techniques to assess client's work environment preferences
29	78	Using instruments/techniques to assess client's work style/personality
32	89	Interpreting or facilitating client's understanding of assessment results
40	77	Knowing and applying state and federal statutes related to client confidentiality
41	80	Knowing and applying ethical standards set by relevant professional organizations
43	75	Determining appropriate ethical course of action in special situations
47	70	Knowing and understanding current career development theories and models as they apply to adult development
51	77	Knowing and applying models and techniques for career planning and placement
53	73	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
59	76	Providing information or sources of information for clients to use in locating potential jobs

TRADE/TECHNICAL SCHOOLS

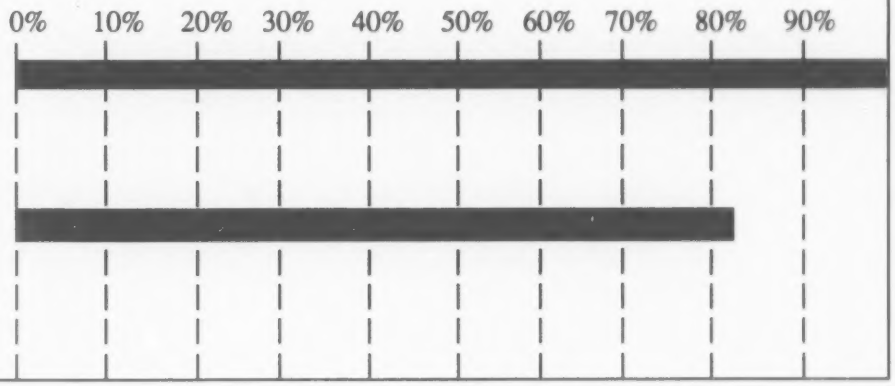
Item#	%	NCDA Skill Item
1	100	Establishing and maintaining productive relationships with clients
6	89	Facilitating clients' career decision-making and goal setting
7	72	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	83	Encouraging clients to obtain and understand relevant information and experience
9	83	Encouraging clients to acquire skills needed to make career transitions
10	72	Identifying and understanding clients' progress toward career development goals
12	78	Accessing, understanding and interpreting labor market information/job trends
18	72	Knowing community, organizational and professional resources for client referral
20	72	Developing and maintaining a comprehensive career resource center
22	95	Selecting assessment instruments/techniques appropriate to individual or group
23	72	Evaluating and selecting instruments/techniques appropriate to individual's physical capacities, psychological state, gender, cultural background
27	72	Using instruments/techniques to assess client's interests
29	78	Using instruments/techniques to assess client's work style/personality
32	78	Interpreting or facilitating client's understanding of assessment results
40	78	Knowing and applying state and federal statutes related to client confidentiality
41	89	Knowing and applying ethical standards set by relevant professional organizations
42	83	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
47	73	Knowing and understanding current career development theories and models as they apply to adult development
51	73	Knowing and applying models and techniques for career planning and placement
53	72	Recognizing the changing roles of women and men and their impact on work, education, family and leisure
59	88	Providing information or sources of information for clients to use in locating potential jobs
66	72	Conducting needs assessments

VOCATIONAL REHABILITATION

Item#	%	NCDA Skill Item
1	91	Establishing and maintaining productive relationships with clients
6	83	Facilitating clients' career decision-making and goal setting
7	74	Challenging and encouraging clients to take action to prepare for and initiate transitions
8	80	Encouraging clients to obtain and understand relevant information and experience
9	78	Encouraging clients to acquire skills needed to make career transitions
10	77	Identifying and understanding clients' progress toward career development goals
12	77	Accessing, understanding and interpreting labor market information/job trends
18	88	Knowing community, organizational and professional resources for client referral
19	85	Knowing wide range of educational and training resources including sources of financial support
32	74	Interpreting or facilitating client's understanding of assessment results
40	84	Knowing and applying state and federal statutes related to client confidentiality
41	84	Knowing and applying ethical standards set by relevant professional organizations
42	92	Knowing current regulations or legislation affecting job placement such as the Americans with Disabilities Act and Equal Employment Opportunity
43	73	Determining appropriate ethical course of action in special situations
59	84	Providing information or sources of information for clients to use in locating potential jobs

TOP 19 NCDA SKILL ITEMS - SUPERVISION

Competency: **Supervision**
Total Items in Competency: 1
Number of Items 70% and up: 1



Training Needs of Career Development Facilitators

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